

OPEN COURT READING AND WRITING

# The Blue-Pillowed Sky

## Teacher's Guide

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# The Blue-Pillowed Sky

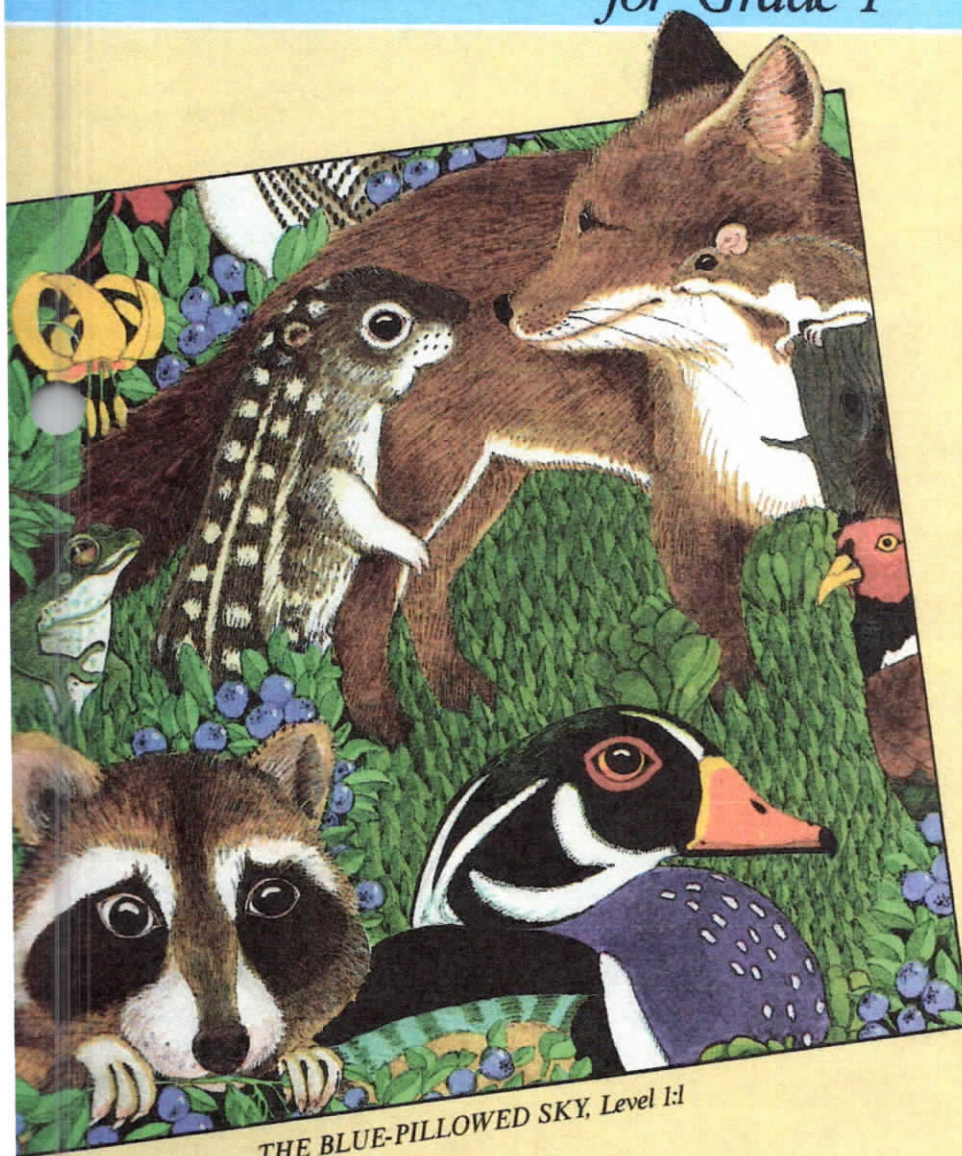
Teacher's Guide

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*An introduction to the NEW*  
❄️ **OPEN COURT**  
**READING**  
**AND WRITING**  
*for Grade 1*



THE BLUE-PILLOWED SKY, Level 1:1

|                                       |    |
|---------------------------------------|----|
| The complete basal reading program    | 3  |
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| Strategies scope and sequence         | 30 |

**The Complete Basal Reading Program...**  
*with the full spectrum of the language arts*



# BASIC COMPONENTS

for Level 1:1 of Grade 1

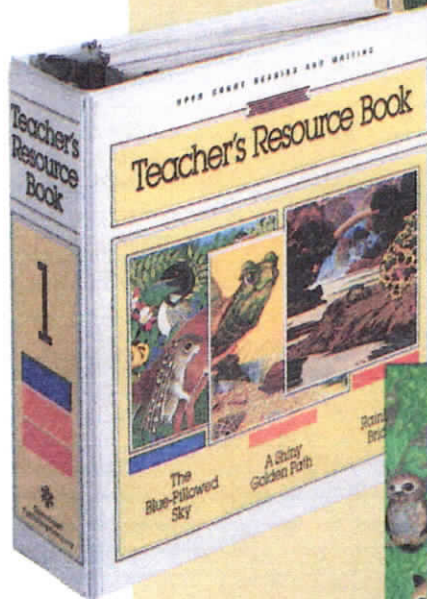
## STUDENT READER

- Classics and contemporary classics in their original version as early as possible
- Fine commissioned art by award-winning children's illustrators
- Delightful content to motivate reading and inspire writing
- Carefully controlled initial selections to ensure early success



## TEACHER'S RESOURCE BOOK

- Includes blackline masters of Workshop Activity Sheets, Bulletin Board Ideas, Parent Letters, Overhead Transparencies, Instructional Charts, Posters, Handwriting Guidelines

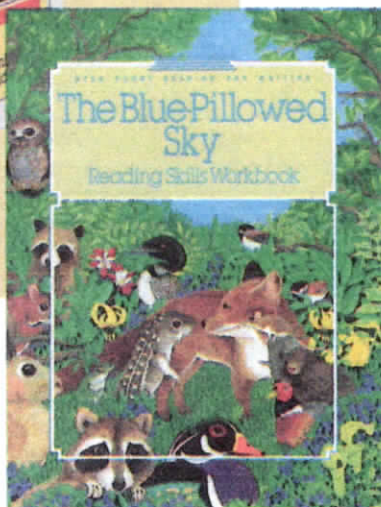


## TEACHER'S EDITION

- Simple 5-step lesson plan
- Clear structure and labeling let you make intelligent teaching decisions
- Lesson outline designed to minimize preparation time
- Options for customizing instruction in response to individual differences
- Complete, integrated lesson plan for reading, writing, and all of the language arts

## READING SKILLS WORKBOOK

- Workbook containing carefully designed practice pages for decoding, comprehension, literature, vocabulary, and study and research skills





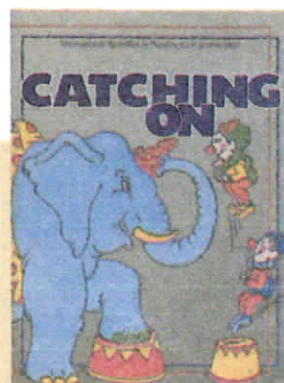
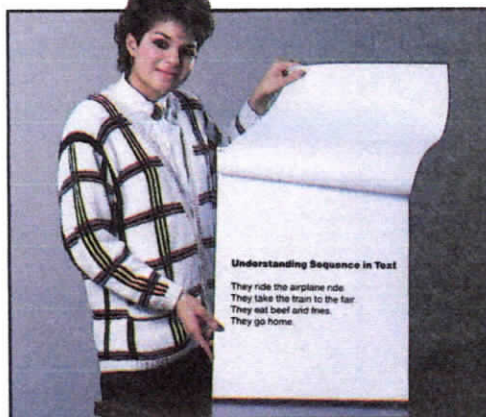
# OPTIONAL COMPONENTS

## for Level 1:1 of Grade 1

### INSTRUCTIONAL CHARTS

- Saves chalkboard writing time and available as
  - flip charts
  - blackline masters in the Teacher's Resource Book

They help you present vocabulary, phonics, literature, language, and comprehension skills

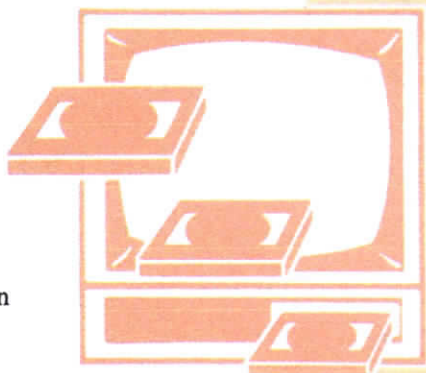


### COMPREHENSION WORKBOOK

- Sequential comprehension workbook for grades 1-6
- Motivational activities and humor students' cognitive skills
- Designed for independent work
- Over 100 pages each

### IN-SERVICE VIDEOS

- An Introduction to Reading Strategies in Open Court Reading and Writing
- An Introduction to Early Decoding in Open Court Reading and Writing
- An Introduction to Writing Strategies in Open Court Reading and Writing

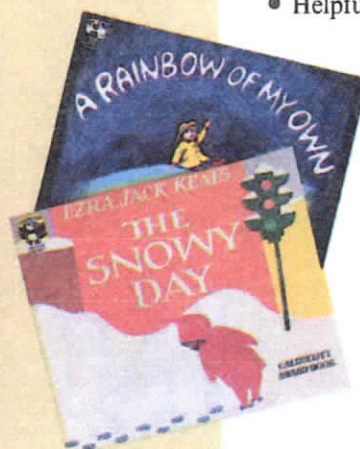


### FIRST GRADE PHONICS KIT

- Everything needed to teach the sounds and their spellings
- Convenient teacher's cards let you move around as you teach—without the teacher's guide
- Attractive wall cards that link spellings to common sounds
- Cassette gives the story that presents the sounds
- Helpful teaching tips

### BIG BOOKS

- Convenient, attractive large-format versions of the children's books
- Let every child follow each reading
- Promote fluency through group participation



### LIT KITS

- The best in children's literature in *complete*, paperback editions with the original illustrations
- Titles selected for appropriateness and interest for each grade level
- Three different kits for grade 1, contain 8 or more titles each

### STORYBOOK KIT (not shown)

- Complete books that provide early success and motivate independent reading
- Allow small-group and individual readings

### Grade 1 TEST AND MANAGEMENT SYSTEM (not shown)

- End-of-book tests, with individual student and class record-keeping

OTHER OPTIONAL COMPONENTS ARE ALSO AVAILABLE



# Clear, complete, and approachable lesson plans for teaching reading and writing

Each daily lesson begins with an outline containing **all of the information you need to organize your teaching** and the children's learning.

A **final checklist** of everything you need to teach the lesson. Advance notice of preparation is given in the previous lesson's Looking Ahead.

**Clear descriptions** of the reading, writing, and language skills in this lesson are color coded by strand for quick identification.

**Each skill is clearly marked** in the same way within the lesson to help you make sound teaching decisions.

LESSON 47

## "Boots ..."

---

| Materials                                                                                                                                                                      | Skills                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Wall Sound Card: /ōō/<br>Reading Skills Workbook, page 76<br>Activity Sheet 47<br>The Blue-Pillowed Sky, page 21<br>The Illustrated Treasury of Children's Literature, page 64 | <b>Decoding</b><br>/ōō/ Spelled ōō [I]<br>Blending [P]<br>Sight Words: Outlaw [P]                      |
|                                                                                                                                                                                | <b>Word Meaning</b><br>Matching Definitions with Words [P]                                             |
|                                                                                                                                                                                | <b>Comprehension and Critical Thinking</b><br>Using Background Knowledge [P]<br>Making Comparisons [P] |
|                                                                                                                                                                                | <b>Writing</b><br>Using Spacing [I]                                                                    |

476 Lesson 47 / Unit 5

**Skills are coded** in the outline to show whether they are being Introduced or Practiced.



# Five-part lesson plan organizes decoding, reading, storytime, writing, and extensions

Each day's Warm-up reviews skills through brief, gamelike activities.

Pacing hints for each activity. Adapt them to your needs.



## 1. Phonics and Decoding

### Warm-up (5 minutes)

#### Riddle Me This

Lariat, Block I, Knocking on the Door: wide  
Croaking Frogs, Roaring Lion, Block O: grow  
Beating Heart, Block O, Ticking Clock: boat  
Flat Tire, Ticking Clock, Block O, Motorboat: stone  
Out of Breath, Block I, Airplane: hive  
Steam Engine, Block A, Roaring Lion: chair

### New Sounds and Words (10–15 minutes)

#### oo Spelled o

Review the Lisa story. Remind the children that when Rosa, Heidi, Drew, and Dave got back to Lisa's house with Block A and Block O, they found her and their other friends in the basement. Lisa's father, showing the children his electric-train collection, had just put a little steam engine on the track. Now read the next segment of the story.

As the little engine chugged along the track, Lisa shouted: "Look at the back of the engine. It has a note hanging on it."

Lisa's dad flipped the switch, and the engine stopped. He took off the note and read it to the boys and girls. The note said, "Look on the patio under something green."

The boys and girls hurried up the stairs and out the back door. When they got outside they heard a strange sound coming from way up in the tree near the patio: /oo/, /oo/, /oo/ [pause].

"What was that?" cried Jane as she came to a sudden stop.

"Don't be afraid," said Lisa. "It's just an owl. It lives in that tree. It usually sleeps all day and stays awake at night. I guess we startled it when we slammed the door."

The hooting owl didn't fly away. It just sat in the tree hooting: /oo/, /oo/, /oo/ [pause], /oo/, /oo/, /oo/.

Sound: /oo/

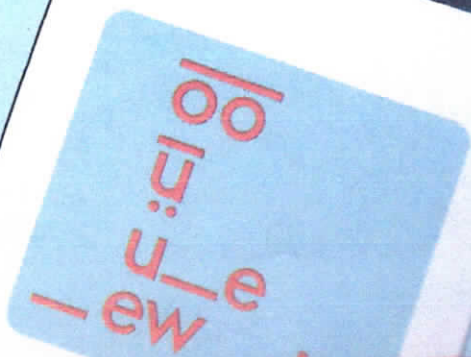
Sound heard in the middle of moon, spoon, noon

Spelling: oo ("double o long mark")

Wall sound card: Hooting Owl



New sounds and words are introduced through a story that links sounds and spellings.





# The maximum of help in a minimum of words

"Boots . . ."

## Word Lines (10–15 minutes)

### Blending

In line 3, the e at the end of *loose* and *choose* should be written in the consonant color, because it is silent. Contrast the meanings of *too* and *to*.

### Sight Words

In line 4, *down* is introduced as an outlaw word, because the *ow* spelling for /ow/ has not yet been introduced.

WhW 1. food boat room cool  
WhW 2. soon moon noon spoon  
WhW 3. zoo too lose choice  
4. down

### Matching Definitions with Words

Play the Detective game to review the words. Have the remaining words read and erased.

Not tight. (loose)  
Also. (too)  
12 o'clock in the daytime. (noon)  
Select. (choose)  
What you eat. (food)  
It shines at night in the sky. (moon)  
You eat your soup or cereal with it. (spoon)  
A place where animals are kept. (zoo)

## Word-Line Sentences (10 minutes)

### Blending

1. My tooth feels loose.
2. We'll go to the pool today at noon.
3. Boots likes hoops and spoons.

Have volunteers select sentences to read and erase.



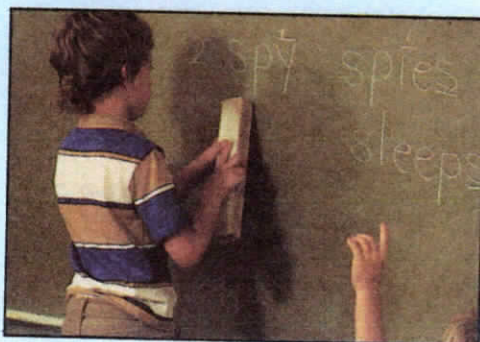
**Word Lines and Word-Line Sentences** teach children to blend sounds into words and read words in sentences.

**Color bars** showing where the skills are taught in the lesson help you tailor instruction to each child's needs.

**Tips** offer classroom management alternatives.

**Sight words**—words children can't yet decode—are highlighted. Their approach lets children read complete stories earlier.

Activities make decoded words meaningful.





# Practice that reinforces key skills

Attractive workbook pages reinforce decoding and comprehension skills.



In **Dictation** the children practice sound-spelling relationships by writing sounds in isolation, in words, and in sentences.



Alternate lessons replace Dictation with Response Card Drill. In Response Card Drill the children show they can identify the spellings that correspond to the sounds they hear.

"Boots . . ."

**Workbook page 76**

**Sounds and Spellings (5 minutes)**

**Reinforcing oo spelled oo**

Review the Hooting Owl wall sound card and the first spelling, oo. Blend the words moon and food on the board. Have the children write them either on their slates or in the margin of the workbook page, near the wall sound card.

**Dictation (10–15 minutes)**

Line 1: /k/ /ch/ /n/ /p/

Line 2 (middle):  
coat (oa\_) home (o\_e) tight (\_igh) paid (ai\_)

Line 3: road grow

Line 4: green goat

Line 5: The golden eagle flies high.

If you are not already doing so, have the children

Sounds and Spellings



oo  
ū  
u\_e  
\_ew \_ue

Dictation

k ch n p  
oa o\_e igh ai  
road grow

"And Yo Yo . . ."

**Sound Response Card Drill (10 minutes)**

**Final and Medial Vowels, Initial Consonants**

Hand out the blue card for /oo/.

**YELLOW AND BLUE**

**Level 1 drill:**

/b/ /d/ /f/ /oo/ /o/

**Level 2E drill:**

too low fly flea say day tree my  
flow zoo stay Lee fry slow

**Level 3M drill:**

wait hope ride late hear

**WHITE**

**Level 1 drill:**

/ch/ /w/ /sh/

**Level 2B drill:**

choose call shake sheep cake church  
chose ship kitten

Two colors are used for this drill, because there are not many sounds within each color group. If the drill seems too long for your group, skip the white cards.

**Workbook page 77**

**Sounds, Words, and Sentence (5–10 minutes)**

**Reinforcing y Spelled y**

1. Review the wall sound card for /y/.
2. Have the children read, trace, and copy the words in the first 2 lines. For the third line, have them write words with the oo spelling. You may find it helpful to call for a good many words with this spelling before having the children write their own. Finally, ask the children to read, trace, and copy the sentence.

Sounds, Words, and Sentence



you \_\_\_\_ yo-yo \_\_\_\_  
zoo \_\_\_\_ too \_\_\_\_  
oo oo  
I'll choose the food.

Name \_\_\_\_\_

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# Time every day for individual needs



Workshop and Remediation provides time to meet with small groups and individuals while the rest of the class works independently on suggested practice activities. Choose from appropriate activities and materials to meet each child's needs.

"Boots . . ."

## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 47: Distinguishing Between Real and Make-Believe

**Individual Sound Response Cards** Let the children work in small groups to practice the 5 drills they already know: naming pictures, saying sounds, saying sounds from pictures, naming pictures from spellings, and naming spellings from pictures.

**Partners Reading** Have the children read "The Fair" with partners.

### Small-Group Instruction

**Oral Reading** Reread "The Fair" with small groups. Encourage fluency and expression by modeling oral reading.

**Word-Line Cards** Review recent cards.

**Dictation** Dictate spelling words to small groups, using more challenging words with the more able students. Ask the children to write on paper or on their slates. Have a model put on the board so they can check and proofread their work.

**Reading** Read and discuss a storybook.

**Story Sequence** Preteach the story segment "Boots . . ." to children who need an early introduction.

## Activity Sheet 47

Name: \_\_\_\_\_

Read the following sentences. If the sentence tells about an event that could happen, print *R* for Real in the blank. If the sentence tells about an event that could not happen, print *MB* for Make-Believe in the blank.

- MB* 1. Dove's snail flies away.
- R* 2. The fire's flame lights the night.
- MB* 3. The rain made the street dry.
- R* 4. I frightened a deer away.
- MB* 5. Ray eats seaweed eight times a day.
- R* 6. Eve's five, and I'm seven.
- R* 7. We like meat and fries.

An Activity Sheet accompanies every Workshop.



# Reading for practice, reading for fun

## 2. Reading

"Boots . . ."  
*The Blue-Pillowed Sky*, page 21

### Active Reading (10–15 minutes)

#### Using Background Knowledge

1. As background, tell the children that they will be introduced to 3 animals in the next 3 lessons. Today they will read about Boots. Have them look at the page and tell you what kind of animal Boots is. [a kitten] Ask them what kinds of things kittens like to do. Why do they think Boots might be a good name for the kitten? [because of her 4 white paws]
2. Before the children begin to read, point out that the page has 2 paragraphs. Show them how to count the paragraphs. Then have them read the first one silently. Call on volunteers to read aloud. Finally, have another student retell the text.
3. Have the second paragraph read in the same manner.

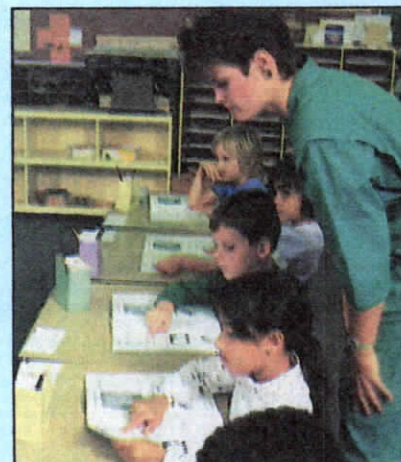
### Boots . . .

Boots and I like to play. We play games. We go down the slide. We ride the bike.

Boots likes hoops and spools. She plays roll the hoop and chase the spool. She even likes roller skates.



Page 21



**Stories**—written with sounds and words the children already know—give meaning to decoding skills.

In Active Reading children apply the decoding strategies to read stories from the accompanying preprimer.



**Storybooks**—assigned about every 10 lessons—give motivating practice as children read complete books independently.





# Literature and process writing— a part of each day's learning

"Boots . . ."

## 3. Storytime

"The Sugar Plum Tree,"  
Anthology page 64 (10 minutes)

### Making Comparisons

Read the poem several times. After the children comment freely, ask volunteers to tell what they liked best about the poem. Then have the whole group compare it with "Animal Crackers." [Both are about treats.]

## 4. Writing

Writing Skills (5–10 minutes)

### Using Spacing

Show the children a story sample with improper spacing. Briefly discuss why spacing is important.

As you read through the story, put a slash between words that aren't properly spaced. Say that these slashes are reminders to space properly when the story is rewritten. Tell the children that they can use this mark on their papers to help them prepare their final drafts.

Independent Writing (10–15 minutes)

Have the children write as usual. Remind them of their options: begin a new story, continue a story in progress, get ideas for a new story, make a story better by proofreading.

Hold conferences with individuals. Remind the children to put a block on their desk if they need you.

Select seminar leaders for lesson 48.

Reading and discussing classic stories and poems gives *all* children **experience with quality literature**. Storytime develops comprehension, listening, and speaking skills—and it's fun.

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Lesson 47 / Unit 5





# The writing skills children need to revise and edit their stories



The writing skills children need in order to revise and edit their stories are directly taught.

"Boots . . ."

## 3. Storytime

"The Sugar Plum Tree,"  
Anthology page 64 (10 minutes)

### Masking Comparisons

Read the poem several times. After the children comment freely, ask volunteers to tell what they liked best about the poem. Then have the whole group compare it with "Animal Crackers." [Both are about treats.]

## 4. Writing

Writing Skills (5–10 minutes)

### Using Spacing

Show the children a story sample with improper spacing. Briefly discuss why spacing is important.

As you read through the story, put a slash between words that aren't properly spaced. Say that these slashes are reminders to space properly when the story is rewritten. Tell the children that they can use this mark on their papers to help them prepare their final drafts.

Independent Writing (10–15 minutes)

Have the children write as usual. Remind them of their options: begin a new story, continue a story in progress, get ideas for a new story, make a story better by proofreading.

Hold conferences with individuals. Remind the children to put a block on their desk if they need you.

Select seminar leaders for lesson 48.

"And Yo . . ."

## 3. Storytime

"The Sugar Plum Tree,"  
Anthology page 64 (10 minutes)

Reread the poem for the children's enjoyment. If time allows, you may want to reread other poems as well.

## 4. Writing

Writing Skills (5–10 minutes)

### Using Spacing

Remind the children about proper spacing and how to make the slash mark so they won't forget to leave a space when they rewrite. Have them work in pairs. Ask them to look through their folders for examples of improperly spaced words and go over these together.

Seminar (10 minutes)

Hold seminar as usual. Be sure to give a turn to anyone who very much wants to be a seminar leader (because of a breakthrough, a problem, or another valid reason). This sharing time is a very important aspect of the entire writing process. The children will learn that writing is a form of communication.

The children learn the process of **writing by writing** and getting class feedback almost every day. Periodically they publish their best work.

Children share their writing with their classmates, learn to appreciate one another's work, and help one another improve.



## 5. Extending the Lesson

"And Yo Yo . . ."

### Illustrating a Poem

Have the children draw their own sugar plum tree to illustrate the poem that you read during story-time. You may want to read the poem aloud once more before they start drawing.

A variety of **optional enrichment activities** lets the children think about the ideas in the lesson and apply them to other situations.

## Looking Ahead

Duplicate activity sheet 49.





# Looking ahead

Homework assignments for additional practice are checked in the next lesson.

Looking Ahead alerts you to any preparations needed for the next lesson.

"A Note" (continued)

## 5. Extending the Lesson

### Homework

Write these words on the board: *I, you, sky, sheep, grass, spoon, food, like, use, see, eat, blue, green, the, a, to.*

Have the children copy the words on a sheet of paper. Ask them to use as many of the words as they can to write 3 sentences. They should bring their sentences to class for the next lesson.

## Looking Ahead

1. Duplicate activity sheet 54.
2. Prepare stories to read over with the class in lesson 54. Find or make up stories that have errors of mechanics as well as content.



# Unit 1

---

## The Getting-Acquainted Sessions

The 10 getting-acquainted sessions are designed to teach or review the names, shapes, and sequence of the letters of the alphabet, capital and small; to develop the children's listening skills and awareness of sounds; to develop their awareness of print; and to prepare them for independent writing. In addition these sessions will help establish classroom procedures and help you evaluate individual needs.

Most classes will complete these sessions in 2 weeks of 1 session each day. You should adapt the sessions and the pace at which you teach them to the needs of your group, however. If your children have had a strong, academic kindergarten program, you might complete the sessions quickly. If they have had little or no kindergarten experience, you may choose to extend the sessions to 3 weeks.

### Phonics and Decoding

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The phonics and decoding part of the sessions introduces or reviews letter names and shapes. It also provides practice in visual and auditory recognition of letter shapes and sounds, in oral blending of word parts and sound segments, and in recognizing and thinking of rhyming words.

### Warm-up

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Beginning each session, the children warm up by participating in 1 or more activities that review what they have learned. It is important that they approach each new session with confidence, which can best be built by showing them how much they already know.

### Introducing Letter Names and Shapes

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Through a variety of activities children learn about letter names and shapes by using a common vocabulary that provides a foundation for learning. Here they also learn the basic skills for handwriting.

### Sound Awareness

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The ability to segment words into sounds is important to both reading and writing. Auditory activities such as Same and Different Words, Oral Blendings, Beginning Sounds, Rhyming Words, and Ending Sounds teach children to do this. Such activities also foster critical listening skills.

### Workshop

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Workshop is an important part of every lesson in the first-grade program. It helps foster independent learning habits and provides a period for practice and review of previously taught skills. Here, too, the teacher can meet with individuals or small groups for reteaching, assessment, reinforcement, and enrichment.

Since responsibility for independence develops over time, the activities for workshop during this initial stage are the same for all children. Children are encouraged to work independently; however, the teacher is always available to help.

Recommendations for the management of workshop and specific suggestions for activities are included where necessary.



## Storytime

---

Throughout the getting-acquainted sessions you will read aloud poems and nursery rhymes to the children. This activity serves a number of purposes. First, the children listen to a combination of classical and contemporary children's poetry and rhymes for pleasure and enjoyment. Second, because the poems are presented on charts, the activity helps build important speech-to-print concepts critical to reading and writing. Finally, listening to the poems encourages the children to notice and identify rhyming words.

Above all, storytime should be enjoyable. Children like to play with words. Memorizing poems and noting rhyming words should be fun and natural.

## Writing

---

At this early stage in the writing process, children are introduced to writing through oral, group activities. One step focuses on group storytelling. By sharing ideas about a picture poster, children see how a story develops. Even those children who do not contribute to the story observe the process.

An integral component of the writing lesson is seminar. During seminar children discuss their writing. At this stage in the process, seminar consists of sharing topics and developing a sense of audience. Using the familiar activity of Show and Tell, every child in the class has the opportunity to share potential writing topics. Children soon discover how a familiar or common idea can become an interesting writing topic. While Show and Tell continues to help them choose and refine writing topics throughout first grade, in later lessons it is no longer a part of seminar. Seminar is then reserved as the time when children discuss the stories they are writing.

By listening to children as they contribute to the class story or Show and Tell, you can informally assess individual language skills.

## Looking Ahead

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Looking Ahead alerts you to materials you need to prepare or assemble for subsequent lessons.



# Unit 1 Scope and Sequence

## Session I Teacher's Guide, pages 6–15

## Session II Teacher's Guide, pages 16–23

## Session III Teacher's Guide, pages 24–30

## Session IV Teacher's Guide, pages 31–36

## Session V Teacher's Guide, pages 37–42

| Visual and Auditory Recognition                                                                                                                                        | Decoding | Study and Research | Mechanics       | Listening and Speaking                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------|-----------------|-----------------------------------------------------|
| Letter Names and Shapes: A, a; B, b; C, c<br>Distinctions Among Similar (and Dissimilar) Words<br>Rhyming Words                                                        |          |                    | Writing Legibly | Listening Correctly<br>Participating in Discussions |
| Letter Names and Shapes: Review<br>Letter Names and Shapes: D, d; E, e; F, f<br>Distinctions Among Similar (and Dissimilar) Words<br>Beginning Sounds<br>Rhyming Words |          | Alphabetical Order | Writing Legibly | Listening Critically                                |
| Letter Names and Shapes: G, g; H, h; I, i<br>Letter Names and Shapes Review: a–i<br>Beginning Sounds<br>Rhyming Words                                                  |          |                    |                 | Listening Critically                                |
| Letter Names and Shapes: Review<br>Letter Names and Shapes: J, j; K, k; L, l<br>Beginning Sounds<br>Rhyming Words                                                      |          |                    | Writing Legibly | Listening Critically                                |
| Letter Names and Shapes Review: a–l<br>Letter Names and Shapes: M, m; N, n; O, o<br>Rhyming Words                                                                      |          |                    | Writing Legibly | Listening Critically                                |



|                                                        | Visual and Auditory Recognition                                                                                                                                                  | Decoding | Study and Research | Mechanics       | Listening and Speaking                               |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------|-----------------|------------------------------------------------------|
| <b>Session VI</b><br>Teacher's Guide,<br>pages 43–48   | Letter Names and<br>Shapes Review: <i>a–o</i><br>Letter Names and<br>Shapes: <i>P, p; Q, q; R, r</i><br>Distinctions Among Similar<br>Words<br>Rhyming Words<br>Beginning Sounds |          | Alphabetical Order | Writing Legibly | Listening Critically<br>Participating in Discussions |
| <b>Session VII</b><br>Teacher's Guide,<br>pages 49–53  | Letter Names and<br>Shapes: <i>S, s; T, t; U, u</i><br>Beginning Sounds<br>Rhyming Words                                                                                         |          | Alphabetical Order |                 | Listening Critically                                 |
| <b>Session VIII</b><br>Teacher's Guide,<br>pages 54–59 | Letter Names and<br>Shapes Review: <i>a–u</i><br>Letter Names and<br>Shapes: <i>V, v; W, w</i><br>Rhyming Words                                                                  | Blending |                    | Writing Legibly | Listening Critically                                 |
| <b>Session IX</b><br>Teacher's Guide,<br>pages 60–67   | Letter Names and<br>Shapes: <i>X, x; Y, y; Z, z</i><br>Letter Names and<br>Shapes Review: <i>a–z</i><br>Ending Sounds<br>Rhyming Words                                           | Blending | Alphabetical Order |                 | Listening Critically                                 |
| <b>Session X</b><br>Teacher's Guide,<br>pages 68–75    | Letter Names and<br>Shapes Review: <i>a–z</i><br>Ending Sounds<br>Rhyming Words                                                                                                  | Blending | Alphabetical Order | Writing Legibly | Listening Critically                                 |



# Getting-Acquainted Session I

## Rhymes

"One, Two, Buckle My Shoe"  
"Hey Diddle, Diddle"  
"Changing"

## Materials

Individual Slates  
Alphabet Worksheet for Session I, from the Alphabet Skills Kit (optional)  
Activity Sheet I  
Nursery Rhyme Chart for Session I

To prepare for the first session:

1. Duplicate activity sheet I.
2. (Optional) Duplicate the alphabet worksheet for session I.
3. Draw permanent writing guidelines on the class-room chalkboard. On the board, write each capital letter and its corresponding small letter. You will refer to these letters throughout the getting-acquainted sessions.
4. (Optional) Assemble objects or materials of various colors, as well as pictures, to demonstrate the distinction between *same* and *different*.
5. (Optional) Prepare 1-inch-square letter cards for Letter Grab in workshop and remediation. For Yarn Letters cut an 18-inch length of yarn and a 6- x 4½-inch sheet of heavy construction paper for each child.

## Skills

### Visual and Auditory Recognition

Letter Names and Shapes: A, a; B, b; C, c  
Distinctions Among Similar Words  
Rhyming Words

### Mechanics

Writing Legibly

### Listening and Speaking

Listening Critically  
Participating in Discussions



# 1. Phonics and Decoding

A lively pace is most effective during whole-group instruction. It's best to vary the activities, involve as many children as possible in each activity, and provide short breaks when necessary.

## Warm-up (10 minutes)

### "Alphabet Song"

Many children will already know the alphabet—or some of it. A good way to get started and to discover who knows the alphabet is to teach the following version of the "Alphabet Song." For children who know their letters, the song is an entertaining exercise. For those who are unsure of the letters, it can be highly instructive.

#### Alphabet Song

A B C D E F G

H I J K L M N

O P Q R S T

U V W X Y Z  
DOUBLE U

Now I ne-ver will for-get

How to say my al-pha-bet.

In this version all letters except W are sung slowly. (The speed-up of the first syllables of W does no harm.) Although the first rhyme is sacrificed, the children will find this version easier than the traditional one. Tell them that this alphabet song may be different from the one they already know. Go through it slowly, teaching it through G, then through N, and finally through the other letters. Have the children clap on the half note at the end of each line; this will help them keep their place. Point to each letter on the chalkboard alphabet as you sing its name. Encourage the children to sing along as soon as they can. (Those who

were in the Open Court kindergarten program will probably already know this version of the "Alphabet Song.")

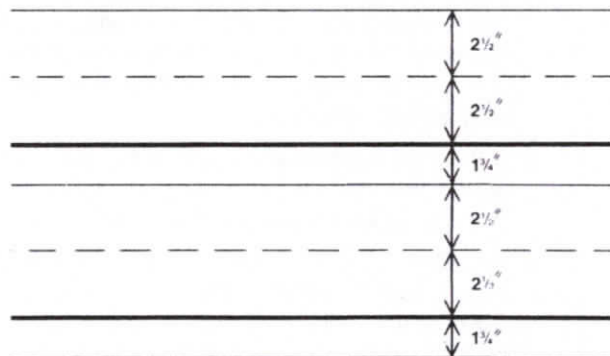
Sing the song through several times to find out which children seem able to read the letters as they sing and which are having difficulty.

## Introducing Letter Names and Shapes (30–40 minutes)

### Letter Names and Shapes: A, a; B, b; C, c

#### Writing at the Board

In the first grade, reading and writing skills are coordinated for mutual reinforcement. Because writing at the board is used extensively in direct teaching, you will find it helpful to draw permanent guidelines on the chalkboard. They should look like the ones in the children's workbooks.



Letters should be formed according to the writing system used by your school or Open Court's system, described in Appendix 2 of this guide.



#### DIRECTIONS FOR WRITING AT THE BOARD

1. First, present each new skill at the board, using the *see-hear-say-write* approach. This multisensory approach basically means that (1) the children *see* the new item you present at the board; (2) they *hear* a description of the item and its use; (3) they repeat (*say*) the key parts of the description; and (4) they go to the board to *write* the item.

Although the approach may be sequential, its parts usually occur simultaneously. (The technique will be illustrated when skills are actually introduced.)

2. Have the children use their individual slates to write with you whenever you present new material at the board.
3. Have groups of children immediately go to the board to trace over or write the item just introduced.
4. Immediately proofread with the children all material written on the board. (This procedure will be described in more detail later in the lesson.)

#### The Letters A, a; B, b; C, c

The techniques for introducing the capital and small letters are described in detail for the first letters introduced. Later lessons will ask you to use these techniques to introduce the remaining letters of the alphabet. Many children may already know the letters, so the lessons ought to proceed quickly.

Notice any children who do not seem to know the letters, and provide them with extra help during the workshop and remediation period or at other times during the day. (See Appendix 2 for a detailed description of workshop.)

Keep the lessons moving. The children will have the opportunity to review letter names and shapes when correspondences between sounds and symbols are taught later in the first-grade program.

Remember to pace the introduction of letters and shapes to meet the needs of your class. Do not spend a great deal of time introducing letters the children already know. On the other hand, you may need more time if letters and shapes are new to the children.

#### Capital A

1. Have the children sit on the floor near the chalkboard. Point to the A in the alphabet you have printed on the board and name the letter. Say, "This is the letter capital A. Capital letters are used to begin important names and to begin sentences. What is the name of this letter?" [Capital A] (The children *see* the letter, they *hear* you name the letter, and they *say* the letter name.)
2. Print a capital A on the chalkboard and describe each stroke. If you use Open Court letter forms, describing the strokes for forming the letters is optional. (As you *write* the letter, the children *see* you form it, stroke by stroke.)
3. Trace over the A several times and have the children trace it in the air. (The children *say* the letter name while they *see* and *write* the letter in the air.)
4. Write 5 or more A's on the board. Have as many children go to the board to trace the letter while the others write it on their slates and name it. (The children *see*, *hear*, *say*, and *write* the letter or trace it on the board.)
5. After the first group has written A, use their work to introduce proofreading to the whole class.



## Writing Legibly

### Proofreading

From this point on, the children will proofread everything they write. Proofreading should be a positive experience that gives the children an immediate second chance for success. It also begins to develop in them the habit of looking critically at their written work. Later you will lead them in revising their work and rewriting it when necessary.

#### DIRECTIONS FOR PROOFREADING

1. Praise the work and lead the children to see the good things about it. Ask, "What do you like about \_\_\_\_\_'s capital A?" Guide the children to point out all the well-formed parts of the letter—for example, that it ends on the baseline, has 3 straight strokes, and so on.
2. Ask whether anything can be made better, always allowing the child who did the writing to have the first chance to find and correct errors. Ask, "How could you make your capital A better?" Then let the other children make suggestions.
3. If the children agree that something can be done better, say, "This is a good capital A, but it can be made better by \_\_\_\_\_. I'm not going to erase it. I'm going to circle it and write another capital A above \_\_\_\_\_'s letter." Ask the children to help by writing the letter in the air and describing the strokes. In later lessons you may choose to give the child who wrote the letter a chance to rewrite it or call on another volunteer to do so. Tell the children that you are *proofreading*; use the term often. Remind them that when they proofread, they will look to see whether a letter is made correctly. Explain that when a letter can be made better, they should circle the letter and write it again above or beside their first one. Continue proofreading all the capital A's on the board. It is important to point out that not all the letters need correcting or improvement, because some are fine just the way they are.
4. Praise the children's proofreading efforts. Tell them that from now on they will proofread all their writing, not just on the board but on paper as well.

Have the next group of children go to the board, write capital A, and proofread their work. Remember to praise their efforts.

### Small a

1. Have the board erased. Point to small a in the chalkboard alphabet. Tell the children that this is the letter small a and that a is written this way when it doesn't begin an important name or a sentence. Explain that most of the time they will write small letters. Ask them to name the letter. [small a]
2. Print a small a on the chalkboard.
3. Trace over the small a several times while the children write in the air.
4. Write 5 or more a's on the board and have as many children go to the board to trace them. Remind the others to write on their slates and to name the letter.
5. Send a group of children to the board to write small a independently. Be sure it is not the same group that wrote capital A.
6. Proofread the a's, following the previously described procedure. (Discuss what's good about each letter. Ask whether anything can be made better. Circle each letter that can be made better; then have the child who wrote the letter print another small a above or next to it—or do it yourself. Praise the work.)

### Review

Point to the capital A and the small a and have the children name the letters for a brief review.



### Capital B

Introduce capital *B* by using the procedure outlined for capital *A*.

1. Point to the capital *B*, name the letter, and have the children name it.
2. Write capital *B* and then name it.
3. Trace capital *B* while the children write in the air.
4. Have a group trace the letters you put on the board as others write on their slates.
5. Have the children proofread their work.
6. Have another group independently write capital *B* on the board. Have them proofread their work.

### Small *b*, Capital *C*, Small *c*

1. Introduce these letters one at a time, following the procedure described for capital *A* and small *a*. Be sure to praise the children and involve as many as possible in tracing and writing each letter.
2. After you have introduced these letters, have any children whose names begin with *A*, *B*, or *C* go to the board to write the letters. This is a good time to remind the children that an important name always begins with a capital letter.

### Alphabet Worksheet I (optional) (5–10 minutes)

To reinforce the letter shapes and proofreading, use the alphabet worksheet for session I, from the Alphabet Skills Kit.



## Same and Different Words (optional)

(10 minutes)

## Distinctions Among Similar Words

At this time, activities are introduced to sharpen the children's auditory discrimination and sound awareness before formal work with sounds begins. In these activities the children will listen for sounds in words and for words that rhyme. As these are listening exercises, do not write on the chalkboard.

Many of these listening activities call for a thumbs-up or thumbs-down response. Have the children practice stretching their right arms out in front of them with their thumbs turned up and then turned down. Thumbs-up means "yes"; thumbs down means "no." If the left-handed children are more comfortable using their left arms, allow them to do so. (As an alternative, make *yes/no* response cards.)

1. Tell the children that they will be learning all about sounds and letters in order to learn to read and write. Also tell them that in order to help them learn to read and write, you will say words for them to listen to. Before beginning, make sure they understand the distinction between *same* and *different*. Show the children objects, colors, and pictures to illustrate what *same* and *different* mean. Make sure they understand that *same* means "exactly alike," not just "similar."

2. Tell the children to listen carefully to the 2 words you will say. Explain that if the words sound *exactly the same*, they should put their thumbs up (or use the *yes* response card). If the words are *not* exactly the same—that is, if they are different in any way—they should put their thumbs down (or use the *no* response card). You should respond along with the children for the first few pairs of words.

Say the following pairs of words:

|             |             |
|-------------|-------------|
| woof—quack  | part—cart*  |
| meow—moo    | shake—shape |
| quack—quack | beak—bake   |
| have—hat*   | sheep—sheep |
| bug—bug     | vat—that    |
| moth—moss*  | bib—big*    |

3. After saying each starred (\*) pair of words, discuss how the words are different from each other. For example, point out that *have* and *hat* end differently: *have* ends with the /v/ sound; *hat* with the /t/ sound. Note that *part* and *cart* begin differently: *part* begins with the /p/ sound; *cart* with the /k/ sound.

Do not, however, expect the children to be able to articulate these differences now.

4. If the children had fun and were successful, volunteers may want to give pairs of words to the group.

## Workshop and Remediation (20–30 minutes)

Workshop is an important part of every lesson in the first-grade program. It is during this time that children independently practice and review skills previously taught in the lessons, and the teacher has the opportunity to meet with small groups for reteaching, assessment, reinforcement, and enrichment.

### GUIDELINES FOR WORKSHOP

1. You shall introduce and demonstrate every activity, game, and worksheet before you give it to the children to do on their own.
2. Every child must know exactly what is expected and what to do during workshop. This is essential if you are to be free to work with small groups.
3. The children must know what to do when they finish the assigned work.
4. Set up a workshop shelf where all the workshop activity materials are stored. Add to this shelf other reading and language arts materials that are appropriate for the children—games, extra worksheets, and books, for example.
5. Suggest that the children follow these rules for workshop:
  - Be polite.
  - Share.
  - Whisper.
  - Take the first thing you touch, finish using it, and put it back in its proper place.
6. Firmly establish the procedure for workshop during the getting-acquainted sessions. Then, by the time the children get to the lessons, they should be reasonably comfortable with workshop.

Introduce workshop to the children by telling them that every day, during reading and writing, there will be a time when they are expected to work on assigned activities on their own. Say that this time will be called *workshop*. Tell the children that while they are working on activities in workshop, you will be meeting with small groups.

Introduce the activities for session I. Tell the children that you will spend a few minutes each day going over workshop activities. Stress the importance of paying attention to the directions so that everyone will know exactly what to do.

Point out the shelf or area of the classroom where workshop materials are stored. Tell the children that when they finish their assigned work in class, they are to choose something from the workshop shelf. Explain that new activity materials will be added to the shelf almost every day. Be sure the children know that they may always look at a book during workshop time.

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**Teaching Tip** We do not suggest many activities for small-group instruction during the getting-acquainted sessions. This is the time to establish workshop procedures. Assign the practice activities and then circulate to provide individual help. Later, if you feel that the children can work independently, you may want to meet with small groups to reinforce skills presented in the sessions (such as the identification of letter names and shapes).

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**Practice Activities (30 minutes)**

An activity sheet is assigned for every lesson in the first-grade program. Once you have introduced these sheets and explained the format, the children should complete them independently. If an activity sheet appears to be difficult for the class, we suggest the following adaptations:

1. Have each child work with a partner to complete the sheet.
2. Have the sheet completed as a directed, whole-group workshop activity.
3. Save the sheet to use at a later time when it can be completed independently.
4. Assign the sheet for homework if you have informed parents or guardians about this program and they have agreed to help the children.

**Activity Sheet I: Matching Capital to Small Letters**

Use the sheet to reinforce and review letter names and shapes A, a; B, b; and C, c.

**Activity Sheet I**

Name \_\_\_\_\_

Draw a line from each capital letter to its small letter.  
Then color each bear.

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**Alphabet Activities (optional)** Introduce Letter Grab or Yarn Letters. Making yarn letters will be especially helpful to children who need more practice with tactile reinforcement to learn letters.

**LETTER GRAB** See Appendix 4 for a description of this activity.

**YARN LETTERS** See Appendix 4 for a description of this activity.

## 2. Storytime

### Reading Poems and Nursery Rhymes

(15 minutes)

#### Listening Critically

Throughout the getting-acquainted sessions you will read poems and nursery rhymes to the children. All are available on large charts. (If you do not have the Open Court Nursery Rhyme Charts, you may print the poems and rhymes on chart paper.) As you read the poems, point to the words on the chart. This activity serves a number of purposes.

- The children listen to the poems for pleasure and enjoyment.
- By pointing to the words as you read, you help the children build important speech-to-print concepts. Some children may know or memorize the poems. Those who do may point to the words as they "read" to the class.
- Listening to the poems encourages the children to notice and identify rhyming words.

#### Rhyming Words

Read the following rhymes from the nursery rhyme chart for session I to the class: "One, Two, Buckle My Shoe," "Hey Diddle, Diddle," and "Changing." Point to the words as you read the rhymes through several times. Introduce the concept of rhyming words by quietly rereading everything in the rhymes, *except the rhyming words*. Point to the rhyming words. Then *read* everything quietly and have the children say only the rhyming words as you again point to these words. Finally, have the children say the rhyming words. Call on volunteers to point to them.

#### One, Two, Buckle My Shoe

One, two,  
    Buckle my shoe;  
Three, four,  
    Shut the door;  
Five, six,  
    Pick up sticks;  
Seven, eight,  
    Lay them straight;  
Nine, ten,  
    A big, fat hen.

#### Hey Diddle, Diddle

Hey diddle, diddle,  
The cat and the fiddle,  
The cow jumped over the moon;  
The little dog laughed  
To see such sport,  
And the dish ran away with the spoon.

#### Changing

I know what I feel like;  
I'd like to be *you*  
And feel what *you* feel like  
And do what *you* do.  
I'd like to change places  
For maybe a week  
And look like your look-like  
And speak as you speak  
And think what you're thinking  
And go where you go  
And feel what you're feeling  
And know what you know.  
I wish we could do it;  
What fun it would be  
If I could try you out  
And you could try me.

—Mary Ann Hoberman

"Changing" from *Yellow Butter Purple Jelly Red Jam Black Bread* by Mary Ann Hoberman; text copyright © 1981 by Mary Ann Hoberman; reprinted by permission of Viking Penguin Inc.



### 3. Writing

#### Discussing a Picture (15–20 minutes)

##### Participating in Discussions

A good way to get acquainted with the children is to have them talk in a structured setting. By listening to them, you can also informally assess individual language skills. Some children may be comfortable talking about a given topic; others may be very reluctant. All need to be given the opportunity to express themselves to you and to others. This activity may be viewed as the precursor to the independent writing that will come later in the first-grade program.

1. Display a large, interesting picture or poster. (Use an Open Court poster or one of your own.) Lead the children in discussing what is happening in the picture. Allow them to comment on any aspect of the picture. (The less-verbal child

may say something like, "I see a girl." The more-verbal one may tell a story about the picture. Be sure to praise both attempts.) You and the other children may ask the speakers questions about what they have said. If it seems appropriate, you may also ask a child to tell a little more. You should model this question-asking. Be sure to start by accepting what the child has said and then ask a question. For example, "That's right, there is a girl in the picture. What is the girl doing?"

2. Use the poster to provide the stimulus for getting the children to talk in turn, to listen to one another, and to ask for clarification of what they do not understand.
3. Try to get everyone to say something. Encourage children who are not talking to be good listeners.

### Looking Ahead

1. Choose about one-quarter of the class (fewer if this seems to be too many children) to participate in seminar for the next session. Ask them to bring in something special to talk about; for example, a favorite game, a special picture, a book, a stuffed animal. Tell them that they may talk about events if they prefer. Be prepared to participate in seminar to serve as a model. Choose a topic that you think will be of special interest to the class.
2. Duplicate activity sheet II.
3. (Optional) Duplicate the alphabet worksheet for session II.
4. (Optional) Select pictures for beginning sounds from the Beginning-Sound Cards, or collect pictures of your own.
5. (Optional) Prepare strips for making letter-writing strips in phonics and decoding.
6. (Optional) Prepare pipe cleaners for making pipe-cleaner letters in workshop and remediation.

# Getting-Acquainted Session II

## Rhymes

"Mary Had a Little Lamb"  
"Higglety, Pigglety, Pop!"  
"The Purple Cow"

## Materials

Alphabet Worksheet for Session II, from the Alphabet Skills Kit (optional)  
Beginning-Sound Cards (optional)  
Activity Sheet II  
Alphabet Flash Cards  
Nursery Rhyme Chart for Session II

## Skills

### Visual and Auditory Recognition

Letter Names and Shapes Review  
Letter Names and Shapes: D, d; E, e; F, f  
Distinctions Among Similar Words  
Beginning Sounds  
Rhyming Words

### Mechanics

Writing Legibly

### Listening and Speaking

Listening Critically



# 1. Phonics and Decoding

## Warm-up (5–10 minutes)

Every day, at the start of the session, let the children participate in one or more activities that review what has been presented. Besides being fun, these activities should give the children a feeling of success.

### Letter Names and Shapes Review

Sing the version of the "Alphabet Song" you taught the children in the last session. Be sure to point to each letter in the chalkboard alphabet as you sing, and encourage the children to follow the pointer.

### Sing Your Way to F

Introduce the Sing Your Way to F game. Point to the letter F but do not name it. Ask the children to sing the "Alphabet Song" with you until you reach this letter and then to stop singing. Repeat the procedure for several other letters. Explain to the children that they can find out the name of any letter of the alphabet by singing their way to it and then stopping.

### Naming Letters

In the chalkboard alphabet, point to the letters the children have learned. Call for the letter names. Tell the children to be sure to say the whole letter name ("capital A," "small a," and so on).

## Introducing Letter Names and Shapes (20–25 minutes)

### Letter Names and Shapes: D, d; E, e; F, f

Have the children sit on the floor by the chalkboard. Introduce the letters D, d; E, e; and F, f by using the procedure described in session I.

1. Show the letter, name it, and have the children name it.
2. Write the letter on the chalkboard.
3. Trace over the letter while the children write it in the air.
4. Have groups of children trace chalkboard examples of the letter.

Because you will be doing dictation in this lesson, it is not necessary to send the children to the board to write the letters independently. However, have any children whose names begin with D, E, or F go to the board and write the appropriate letters.

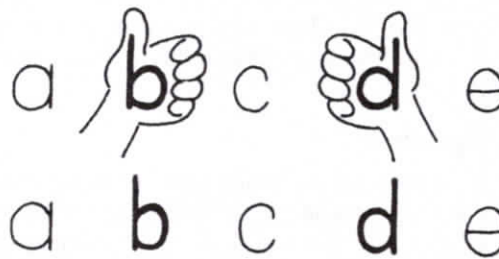
**Alphabet Worksheet II** (optional) (5–10 minutes)

Use the alphabet worksheet for session II, from the Alphabet Skills Kit, to reinforce the letter shapes *D*, *d*; *E*, *e*; and *F*, *f*.

**Dictation** (15 minutes)**Writing Legibly**

While most children remain in their seats, ask 5 or 6 to go to the chalkboard. Dictate in random order the letters you have introduced so far, saying a different letter for each group of children you send to the board. Ask the seated children to write the letters on their individual slates. Dictate as many letters as you have time for. Be sure to have all work proofread.

**Teaching Tip** Small *b* and *d* invariably cause confusion for some children. It is especially important for such children to learn, and to concentrate on, the strokes used in writing the letters. A helpful trick is to form *b* with the left hand and *d* with the right hand when reading the alphabet from left to right. This will make it easy to see which letter is *b* and which is *d*.





## Same and Different Words (optional)

10 minutes)

**Distinctions Among Similar Words**

1. Review the distinction between same and different words. Then remind the children that responses may be thumbs up or thumbs down. Say the words *bee* and *bee* and have the children put their thumbs up to show that the words are the same. Then say the words *let* and *lot* and have the children put their thumbs down to show that the words are different.
2. Say the following pairs of words, asking whether they are the same or different:

|                |                |
|----------------|----------------|
| wool—woof      | breathe—breeze |
| top—wish       | dark—bark      |
| show—so        | beg—big        |
| fought—thought | hop—hope       |
| hit—hat        | buy—buy        |
| keep—keep      | seal—sail      |

You may want to point out how the words in some pairs are different, as you did in session I. For example, *seal* and *sail* have different sounds in the middle: *seal* has the /ē/ sound, and *sail* has the /ā/ sound.

Notice any children still having difficulty. Plan to meet with them during workshop and remediation or at some other convenient time.

## Beginning Sounds (10–15 minutes)

**Beginning Sounds**

1. Have the children listen to the sound at the very beginning of each word you say. Tell them that you will ask whether the 2 words in each pair begin the same way. Say the words *look* and *light*. Have the children tell whether the words begin the same way. Then give other examples of words that begin with the same sound. If some children in your class have names that begin with the same sounds, use those names as examples as well. You may wish to use some of these words: *mother, monkey, mouse, Mike; boy, bat, balloon, Beth; sail, sit, Sam, Susan; joke, jeep, John, Jennifer*. Give as many examples as you think necessary.

Although this is primarily a listening drill, you may want to write the words on the board to begin connecting speech to writing. Many of the children may be able to isolate and identify the initial sounds, but at this time you should be concerned with their listening and their ability to judge whether 2 or more words begin with the same sound.

2. Tell the children that you are going to say pairs of words and that they are to decide whether the words begin the same way. They are to put thumbs up if the words begin the same way and thumbs down if the words do not. (They may use *yes/no* response cards if you prefer.) If you haven't introduced the children to thumbs up and thumbs down, do so now. (It is described in session I.) You may want to use these words:

|           |           |
|-----------|-----------|
| bait—bat  | cow—kite  |
| sand—fast | hat—house |
| fat—thin  | hole—head |
| name—man  | game—ring |

3. BEGINNING-SOUND CARDS (optional) The Open Court product Beginning-Sound Cards consists of 144 cards illustrating objects, people, or animals whose names begin with sounds reviewed in these getting-acquainted sessions. The letter for each sound, along with the picture name, is printed on the back of the card. You might use the cards in optional activities that review beginning sounds and rhyming words.

Using the Beginning-Sound Cards or pictures of your own, hold up 3 pictures; 2 should have names that begin with the same sound. Ask the children whether the names of all 3 pictures begin the same. Once they have determined that they do not, call on a volunteer to identify the picture whose name does not begin the same as the others.

## Workshop and Remediation

Use workshop and remediation time to review what has been introduced in this and the previous session. Plan to meet with children who are having difficulty judging whether 2 words begin alike. Be sure to introduce all activities to the children; then circulate to provide individual help.

Remember, as you introduce activities, put the necessary materials on a workshop shelf, ready for the children's independent use.



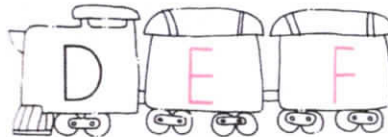
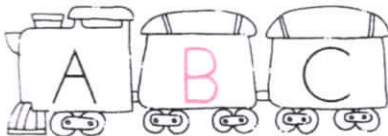
**Practice Activities (20–30 minutes)**

**Activity Sheet II: Alphabetical Order** Once the children know what to do with the activity sheet, let them work on their own.

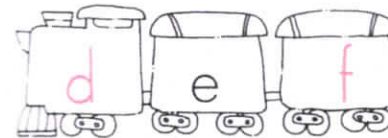
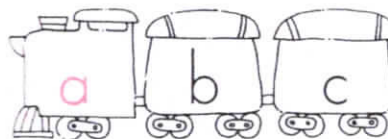
**Activity Sheet II**

Name: \_\_\_\_\_

Find the missing capital letters.



Find the missing small letters.



**Alphabet Activities (optional)** Introduce letter writing strips or pipe-cleaner letters to the whole group as a directed activity. Then place the materials on the workshop shelf for the children to use independently after they have completed the activity sheet.

**LETTER-WRITING STRIPS** See Appendix 4 for a description of this activity.

**PIPE-CLEANER LETTERS** See Appendix 4 for a description of this activity.

**Alphabet Flash Cards** The Open Court product Alphabet Flash Cards uses the same style of lettering that should appear in the children's writing during first grade. Capital letters appear on one side of the cards and small letters on the other. Each card has a clipped corner so that you can tell at a glance whether all cards in a pack are right-side up and facing the same way.

Let pairs of children use the cards to review the letters presented so far. Have one partner in each pair hold up the cards and the other name the letters. Then have the children change roles so that the partner who named the letters now holds the cards for the other.

## 2. Storytime

### Reading Poems and Nursery Rhymes

(10 minutes)

#### Listening Critically

Read the poems for session II to the class: "Mary Had a Little Lamb"; "Higglety, Pigglety, Pop!"; and "The Purple Cow." Follow the procedure introduced in session I for reading the rhymes, using the chart to build the connection between spoken sounds and printed words and to emphasize rhyming words.

#### Rhyming Words

##### Mary Had a Little Lamb

Mary had a little lamb;  
Its fleece was white as snow;  
And everywhere that Mary went  
The lamb was sure to go.

It followed her to school one day,  
Which was against the rule;  
It made the children laugh and play  
To see a lamb in school.

And so the teacher turned it out,  
But still it lingered near  
And waited patiently about  
Till Mary did appear.

"Why does the lamb love Mary so?"  
The eager children cry.  
"Why, Mary loves the lamb, you know,"  
The teacher did reply.

##### Higglety, Pigglety, Pop!

Higglety, pigglety, pop!  
The dog has eaten the mop.  
The pig's in a hurry;  
The cat's in a flurry.  
Higglety, pigglety, pop!

—Samuel Goodrich

##### The Purple Cow

I never saw a Purple Cow;  
I never hope to see one;  
But I can tell you, anyhow,  
I'd rather see than be one.

—Gelett Burgess

"Higglety, Pigglety, Pop!" by Samuel Goodrich from *The Random House Book of Poetry for Children*, selected and introduced by Jack Prelutsky, published by Random House, Inc.



### 3. Writing

#### Seminar (15–20 minutes)

Have the seminar leaders show the special items they have brought to class and talk about them. You should take your turn first.

Remind the other children that they should be good listeners and that they will have a chance to ask the speaker questions. If no children have questions, ask a few yourself. For example, "I liked your telling us that you got the truck for your birthday. Do you have any more trucks at home?" or "What is special about this truck?"

**Teaching Tip** Seminar should be fun. It also leads naturally to the reading and sharing of stories. Offer any needed encouragement to help set a relaxed tone for this activity.

### Looking Ahead

1. Duplicate activity sheet III.
2. (Optional) Duplicate the alphabet worksheet for session III.
3. Prepare to use the Letter Response Cards. Each child will need a set for the letters *a–i*, a container or envelope for storing all the cards, and a carpet square or mat.
4. (Optional) Make alphabet wheels and alphabet puzzles for the workshop shelf.
5. (Optional) Select 12–16 Beginning-Sound Cards so that you have 3 or 4 sets of pictures beginning with 4 different sounds.
6. Gather magazines for the children to cut up in order to make beginning-sound posters.
7. Assign seminar leaders for session III.

# Getting-Acquainted Session III

## Rhymes

"The Star"  
"I'm Glad the Sky Is Painted Blue"  
"The Goldfish"

## Materials

Alphabet Worksheet for Session III, from the Alphabet Skills Kit (optional)  
Letter Response Cards: *a-i* and Container for Each Child  
Beginning-Sound Cards (optional)  
Activity Sheet III  
Nursery Rhyme Chart for Session III

## Skills

### Visual and Auditory Recognition

Letter Names and Shapes: *G, g; H, h; I, i*  
Letter Names and Shapes Review: *a-i*  
Beginning Sounds  
Rhyming Words

### Listening and Speaking

Listening Critically



# 1. Phonics and Decoding

## Warm-up (5 minutes)

### "Alphabet Song"

Sing the "Alphabet Song" through once as you point to the letters. Then ask the children to play Sing Your Way to F, this time singing to various letters.

## Alphabet Worksheet III (optional)

(5–10 minutes)

Use the alphabet worksheet for session III to reinforce the letter shapes and proofreading.

## Introducing Letter Names and Shapes

(20–25 minutes)

### Letter Names and Shapes: G, g; H, h; I, i

Follow the procedure described in session I to introduce the letters G, g; H, h; and I, i. Be sure to go through all the steps of the see-hear-say-write approach and remember to have all writing proofread. Then let anyone whose name begins with G, H, or I go to the board and write the appropriate letter. Remind the children that a capital letter is used to begin an important name or a sentence. Do not spend a great deal of time introducing letters if your class already knows them.

## Letter Response Card Drill (15–20 minutes)

### Letter Names and Shapes Review: a–i

#### Introducing the Letter Response Cards

Letter Response Cards, an Open Court product, are a set of white cards with a letter of the alphabet printed on each card. Using the cards, the children can respond individually during group letter-name drills and can work independently with the letters of the alphabet. You will add cards as you teach the corresponding letter names. Each child should be given an envelope or container for storing the cards in his or her desk. Begin by giving each one a set of a–i cards. After the children look at the letters, say that you are going to show them a game to play with the cards.

Response-card drill with these response cards develops letter recognition. (It also prepares the children for response-card drill with Open Court Sound Response Cards, used extensively throughout the first-grade program.) It is important that you firmly establish the procedure now to promote smooth drills later on.

#### DIRECTIONS FOR LETTER RESPONSE CARD DRILL

1. For the first drill, gather the children around you on the floor. Spread out the response cards on a carpet square or other mat. At the same time tell the children that they are always to put the letters in alphabetical order. It may be helpful now to discuss the importance of doing this. Point out that if the letters are in alphabetical order, each letter will be easier to find. Also discuss briefly where things are in alphabetical order, such as dictionaries, class lists, telephone books, and so on.
2. Say, "When I say, 'Show me a,' look at the letter a in your cards, touch it, and then pick it up and hold it straight out facing me. (Demonstrate.) Then say the letter name, a."
3. Say, "As soon as you've said the letter's name, return the card to its place on the carpet and get ready to look for, touch, pick up, and name the next letter I ask for."
4. Go through the letters a few times so that the children get the idea of the drill. To help them you may want to use the directions "look," "touch," and "say" after you request a letter. Ask a volunteer to go through the drill with you. Make sure that he or she responds appropriately.
5. Have the children return to their seats for a group drill. Ask them what they should do when you call for the response-card drill. [Get a carpet square or mat, take out the letter response cards, and put the cards in alphabetical order on the carpet or mat.] Ask them to do so, reminding them to use the chalkboard alphabet or to sing the "Alphabet Song" to themselves to help them arrange the letters in alphabetical order. Start the drill by asking the children to show the letter you name. Continue for 5 or 10 minutes, making sure that you have reviewed all the letters a–i several times. Then have the children return the letter cards to their containers and put away the carpet squares or mats. Be sure to congratulate the children on doing a good job.



During response-card drill, keep the pace rapid. Do not wait for everyone to get ready before beginning. The children will soon learn that they must get ready quickly, and they will do so. Also, do not stop to correct errors, because that would disrupt the drill. Rather, notice any children who are having difficulty with the drill, and plan to repeat it with them during workshop and remediation.

### Beginning Sounds (10–15 minutes)

#### Beginning Sounds

1. Very quickly say some words that do or do not begin with the same sound. Have the children indicate, by putting thumbs up or thumbs down, whether or not the words begin alike.
2. (Optional) Call on volunteers to choose pairs of pictures from the Beginning-Sound Cards, or from your own collection of pictures, and to show them to the rest of the group. Have the other children put thumbs up if the picture names begin the same and thumbs down if they do not.
3. (Optional) Select pictures from the Beginning-Sound Cards or your own picture collection so that you have 3 or 4 sets of pictures whose names begin with 4 different sounds. Choose 1 picture for each of the sounds. Hold the pictures up one by one and have the children name them. As each picture is named, place it in the chalkboard tray or another visible place. Next, hold up the other pictures for just 1 beginning sound, calling on volunteers to name each picture. (If a picture is ambiguous—*ape* instead of *monkey*, for example—name the picture for the children.) Place each picture with its respective sample. Repeat the game with each of the other sounds as time permits.
4. Tell the children that now you want them to do more than just say whether 2 words begin with the same sound. You will say a word, and they will think of and name other words that begin with the same sound. Each time you introduce a different beginning sound, challenge the children to name more words than they did for the previous sound. For example, say, "You thought of 10 words that began like *bed*. How many can you name that begin like *monster*?"

You may use some of these words or any others: *bat, cat, dog, fat, go, house, jam, lamb, monster, nest, puppy, run, sun, tow, violin, water, yo-yo, zoo*. Notice that the words all begin with consonant sounds. These sounds are easier to hear, and the children can think of more words that begin with them. Although this is a listening activity, you may want to write the words on the board as the children say them in order to help build the connection between spoken sounds and printed words.

If a child gives a word that does not begin with the same sound as the sample word, repeat the 2 words, emphasizing the beginning sounds. Tell the child that it was a good try, but the 2 words do not begin with the same sound. Give a second chance to any child who wants one.

Notice any children who are having difficulty recognizing and thinking of words with the same beginning sounds. Plan to work with them during workshop and remediation.

## Workshop and Remediation

Introduce new materials and activity sheets to the whole group. Be sure to give directions clearly. It is important for the children to know exactly what to do during workshop. Eventually you must be free to do small-group instruction during this time.

### Practice Activities (20–30 minutes)

#### Activity Sheet III: Matching Small to Capital Letters

Go over the sheet with the whole group, making sure that everyone understands that this is a cut-and-paste activity.

**Activity Sheet III**

Name \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

 Cut out the small letters.

 Glue each small letter next to its capital letter.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| A | a | B | b | C | c |
| D | d | E | e | F | f |
| G | g | H | h | I | i |



|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| d | c | f | g | a | e | i | b | h |
|---|---|---|---|---|---|---|---|---|

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**Beginning-Sound Posters** Have the children make posters by cutting pictures out of magazines or drawing pictures whose names begin with the same sound. Tell them that each poster is to represent 1 beginning sound. You may want them to work in small groups instead of individually. Challenge the groups to find or draw the most pictures. Collect and save the posters, or tell the children to keep theirs, because they will be needed in the next session.

**Alphabet Activities (optional)** Introduce alphabet wheels or alphabet puzzles to the whole group before adding them to the workshop shelf. Remind the children of the activity materials put there in previous sessions, for use after they complete their assigned work. Call on children to demonstrate the new activities.

**ALPHABET WHEELS** See Appendix 4 for a description of this activity.

**ALPHABET PUZZLES** See Appendix 4 for a description of this activity.



## 2. Storytime

### Reading Poems and Nursery Rhymes

(10 minutes)

#### Listening Critically

Read the poems for session III to the children: "The Star," "I'm Glad the Sky Is Painted Blue," and "The Goldfish." Follow the procedure introduced in session I.

#### Rhyming Words

##### The Star

Twinkle, twinkle, little star,  
How I wonder what you are,  
Up above the world so high,  
Like a diamond in the sky!

As your bright and tiny spark,  
Lights the traveler in the dark—  
Though I know not what you are,  
Twinkle, twinkle, little star.

—Jane Taylor

##### I'm Glad the Sky Is Painted Blue

I'm glad the sky is painted blue  
And the earth is painted green,  
With such a lot of nice fresh air  
All sandwiched in between.

—Anonymous

##### The Goldfish

My darling little goldfish  
Hasn't any toes;  
He swims around without a sound  
And bumps his hungry nose.  
  
He can't get out to play with me,  
Nor I get in to him,  
Although I say, "Come out and play,"  
And he—"Come in and swim."

—Dorothy Aldis

If any children have memorized the poems or nursery rhymes, you may have them recite as if "reading" from the chart.

"The Star" by Jane Taylor from *The Random House Book of Poetry for Children*, selected and introduced by Jack Prelutsky, published by Random House, Inc.

"I'm Glad the Sky Is Painted Blue" from *The Random House Book of Poetry for Children*, selected and introduced by Jack Prelutsky, published by Random House, Inc.

"The Goldfish" by Dorothy Aldis reprinted by permission of G. P. Putnam's Sons from *Everything and Anything* by Dorothy Aldis, copyright 1925-1927, copyright renewed 1953-1955 by Dorothy Aldis.

## 3. Writing

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### Seminar

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Have the second group of children assigned to seminar talk to the class. Remind the others to be good listeners and to ask good questions. Be generous with praise and encouragement.

## Looking Ahead

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1. Duplicate activity sheet IV.
2. (Optional) Duplicate the alphabet worksheet for session IV.
3. If you collected the children's beginning-sound posters in this session, have them ready to give back to the children.
4. Prepare letter response cards *j*, *k*, and *l* for each child.
5. Assign the next group of seminar leaders.



# Getting-Acquainted Session IV

## Rhymes

"Flies"  
"Hickory, Dickory, Dock!"  
"I Asked My Mother"  
"Way Down South"

## Materials

Letter Response Cards: *j, k, l* for Each Child  
Alphabet Worksheet for Session IV, from the Alphabet Skills Kit (optional)  
Activity Sheet IV  
Plastic Alphabet, from the Alphabet Skills Kit (optional)  
Nursery Rhyme Chart for Session IV

## Skills

### Visual and Auditory Recognition

Letter Names and Shapes Review: *a-i*  
Letter Names and Shapes: *J, j; K, k; L, l*  
Beginning Sounds  
Rhyming Words

### Mechanics

Writing Legibly

### Listening and Speaking

Listening Critically

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### "Alphabet Song" (optional)

Sing the "Alphabet Song" through once as you point to the letters. Then have the children play Sing Your Way to F, stopping at various letters. Remind them how singing the "Alphabet Song" can help them find any letter of the alphabet.

### Flash Card Drill

#### Letter Names and Shapes Review: a-i

Use the a-i alphabet flash cards to drill all the letters introduced so far. Keep the pace lively. Tell the children that you expect them to respond right away. Start the drill by having the whole class respond. Then vary the game by calling on individuals, all the boys, all the girls, all those wearing red, all those wearing sneakers, and so on, to respond to the cards.

## Introducing Letter Names and Shapes

(30-40 minutes)

#### Letter Names and Shapes: J, j; K, k; L, l

Introduce the letters J, j; K, k; and L, l by using the procedures outlined in sessions I and III. When you finish, let any children whose names start with J, K, or L go to the board and write the appropriate letters.

## Alphabet Worksheet IV (optional)

(5-10 minutes)

Use the alphabet worksheet for session IV to reinforce capital and small letters.



**Dictation** (15 minutes)**Writing Legibly**

Dictate letters to groups of 5 or 6 children at the chalkboard, while the others remain in their seats. Give each group at the board a different letter. Have the seated children practice writing on their slates. Be sure that all work is proofread.

**Beginning Sounds** (10–15 minutes)**Beginning Sounds**

1. Have several children share their picture posters naming the same beginning sound. Let the class decide whether all the picture names begin with the same sound. If any do not, be sure to give the creators a chance to correct their work. Have the children suggest other words beginning with the same sound as the names of the poster pictures. If some children are shy about sharing their work, ask them whether you may show their posters for them.
2. For a quick, entertaining review of beginning sounds, play I'm Thinking of a Word That Begins Like \_\_\_\_\_. Say, "I'm thinking of a word that begins like *boy*. Who wants to guess?" If the guess is not a word that begins with /b/, remind the children that the word has to begin like *boy*. Give a clue after the first guess. Say, "The word begins like *boy* and it is something in your house." Call for another guess, and if the child does not say *bed*, give another clue. Say, "The word begins like *boy*, it is in your house, and you sleep on it." The children now should guess *bed*. Give clues for several more words. Then, if your class seems capable, let the child who guesses a word give the next clue.

**Workshop and Remediation**

Demonstrate new materials to the children before they do their assigned work. Remind them that when they finish their assignments, they are to choose an activity from the workshop shelf.

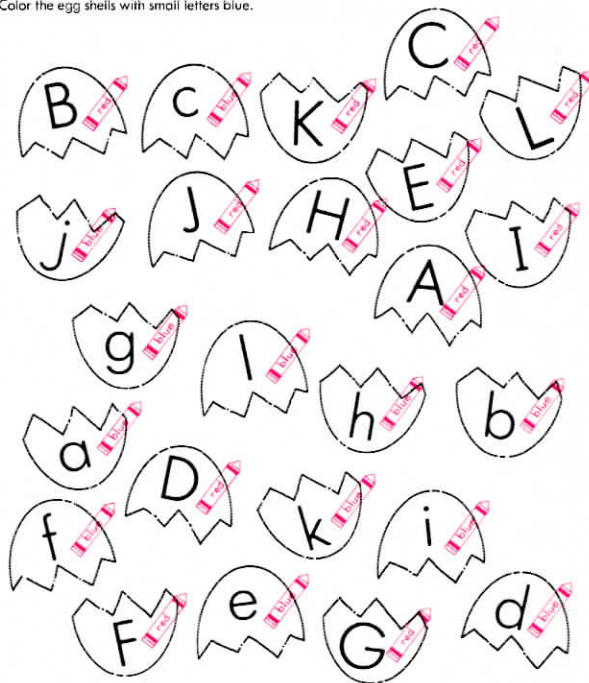
**Practice Activities (20–30 minutes)****Activity Sheet IV: Identifying Capital and Small Letters**

Go over the sheet with the children to be sure they know exactly what to do. Then let them proceed on their own.

**Activity Sheet IV**

Name \_\_\_\_\_

 Color the egg shells with capital letters red.  
 Color the egg shells with small letters blue.



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**Flash Card Tick-Tack-Toe** Help the children draw tick-tack-toe grids on their slates. Demonstrate on the board or overhead. Hold up 9 alphabet flash cards, one at a time, and direct the children to write each letter in a different square of the grid. They may use any available square for each letter. (Instead of having the children use their slates for this activity, you may want to photocopy tick-tack-toe grids.)

Tell the children to put an X over each letter you say. They should watch their grids carefully and, upon crossing out 3 letters in a row—horizontally, vertically, or diagonally—instantly call out, "Tick-tack-toe, 3 in a row!" Play the first game until several children are able to cross out 3 letters in a row. Play another game if time permits.

**TEAM TICK-TACK-TOE** If you want to play this variation, draw a grid on the board. Divide the class into X and O teams. Flash a card to a team. The first team member who says the correct letter puts an X or an O on the grid. Alternate play between the two teams.

**Alphabet Activities (optional)** Introduce the Plastic Alphabet, from the Alphabet Skills Kit, to the whole group before placing it on the workshop shelf. Point out that it has only small letters, designed so that each letter fits exactly over the corresponding alphabet flash card letter. Using the letters you have already taught, lay out the flash cards with the small letters up. Show the children how to lay each plastic letter on top of the proper card. It's a good idea to use alphabetical order as you demonstrate the technique.

Have the children match the letters to the flash cards during workshop and remediation, as a directed activity. They may also use the Plastic Alphabet independently, of course. Encourage them to say each letter name as they handle the letter. The physical feel of the letters often helps children learn to associate the name and the symbol.

The children may also match the small Plastic Alphabet letters to the capital letters of the Alphabet Flash Cards. After matching a small and a capital letter, a child should turn over the flash card to see whether the plastic letter fits over the small letter on the card. If it does, the child has correctly matched the small and capital forms of the letter. The activity is thus self-checking.



## 2. Storytime

### Reading Poems and Nursery Rhymes

(10–15 minutes)

#### Listening Critically

Read the poems for session IV to the class: "Flies," "Hickory, Dickory, Dock!," "I Asked My Mother," and "Way Down South." Follow the entire procedure introduced in session I. That is, read the poems while using the chart to build the connection between spoken sounds and printed words and to emphasize rhyming words.

#### Rhyming Words

##### Flies

Flies walk on ceilings  
And straight up the walls  
Not even the littlest  
Fly ever falls.

And I am quite certain  
If I were a fly  
I'd leave my home to go  
Walk on the sky.

—Dorothy Aldis

##### Hickory, Dickory, Dock!

Hickory, dickory, dock!  
The mouse ran up the clock;  
The clock struck one,  
And down he run,  
Hickory, dickory, dock.

##### I Asked My Mother

I asked my mother for fifty cents  
To see the elephant jump the fence.  
He jumped so high that he touched the sky  
And never came back till the Fourth of July.

—Anonymous

##### Way Down South

Way down south where bananas grow,  
A grasshopper stepped on an elephant's toe.  
The elephant said, with tears in his eyes,  
"Pick on somebody your own size."

—Anonymous

"Flies" by Dorothy Aldis reprinted by permission of G. P. Putnam's Sons from *All Together* by Dorothy Aldis, copyright 1925–1928, 1937, 1939, 1952; copyright renewed 1953–1956, 1962, 1967 by Dorothy Aldis.

"I Asked My Mother" and "Way Down South" from *A Rocket in My Pocket: The Rhymes and Chants of Young Americans* compiled by Carl Withers, copyright 1948 by Carl Withers, copyright © 1976 by Samuel H. Halperin, reprinted by permission of Henry Holt and Company, Inc.

## 3. Writing

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### Seminar (15–20 minutes)

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Call on the third group of children to present and talk about the special items they have brought to seminar. Encourage the rest of the class to listen carefully and to ask good questions. If necessary, continue to model questions.

## Looking Ahead

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1. Duplicate activity sheet V.
2. (Optional) Duplicate the alphabet worksheet for session V.
3. Assemble letter response cards *m*, *n*, and *o* for each child.
4. (Optional) Prepare to introduce the Alphabet Puzzle and Alphabet Puzzle Check Cards.
5. (Optional) Prepare sandpaper letters for workshop.
6. (Optional) Select 6 or 7 sets of pictures with rhyming names from the Beginning Sound Cards.
7. Assign the next group of children to be prepared for seminar.



# Getting-Acquainted Session V

## Rhymes

"The Three Little Kittens"  
"I Painted"

## Materials

Letter Response Cards: *m, n, o* for Each Child  
Alphabet Worksheet for Session V, from the Alphabet Skills Kit (optional)  
Beginning-Sound Cards (optional)  
Activity Sheet V  
Alphabet Puzzle and Alphabet Puzzle Check Cards, from the Alphabet Skills Kit (optional)  
Nursery Rhyme Chart for Session V

## Skills

### Visual and Auditory Recognition

Letter Names and Shapes Review: *a-i*  
Letter Names and Shapes: *M, m; N, n; O, o*  
Rhyming Words

### Listening and Speaking

Listening Critically

# 1. Phonics and Decoding

## Warm-up (10–15 minutes)

### “Alphabet Song”

Sing the “Alphabet Song” as you point to the letters. Call on volunteers to lead the class in singing. These leaders point to the letters as they and the others sing. Then let the children play Sing Your Way to *F* a few times for various letters.

### Letter Response Card Drill

#### Letter Names and Shapes Review: *a–l*

Ask the children to arrange all their cards, *a–l*, in alphabetical order on their carpet squares or mats. As you call letters at random, have the children look for, touch, and pick up and name each letter. Play the game until every letter has been reviewed at least once.

Remember to notice any children who are having difficulty and to give them extra practice during workshop and remediation.

## Introducing Letter Names and Shapes

(30 minutes)

#### Letter Names and Shapes: *M, m; N, n; O, o*

Follow the established procedure to introduce the letters *M, m; N, n; and O, o*. Remember to describe the strokes and have the children write in the air as you write the letters on the board. Have any children whose names begin with the letters *M, N, or O* go to the board and write the appropriate letters.

## Alphabet Worksheet V (optional)

(10–15 minutes)

After going over the alphabet worksheet for session V with the children, let them work independently.



## Rhyming Words (15 minutes)

### Rhyming Words

1. Read pairs of words, some rhyming and some not. Have the children put thumbs up if the words rhyme and thumbs down if they don't. You may wish to use these pairs:

|              |            |
|--------------|------------|
| boy—toy      | girl—grass |
| sad—mad      | name—fame  |
| fright—night | made—mate  |

If you do not do the next 2 rhyming activities, give the children more examples of rhyming words orally.

2. (Optional) Using the Beginning-Sound Cards or your own collection of pictures, hold up 3 pictures, 2 with names that rhyme. Ask whether the names of all 3 pictures rhyme. After the children determine that they do not, call on a volunteer to identify the picture whose name does not rhyme with the others.
3. (Optional) Select pictures from the Beginning-Sound Cards or from your own collection so that you have 3 or 4 sets with rhyming names. Choose a picture from each rhyming set, hold it up, and have the children name it. As they name each picture, put it in the chalkboard tray or some other visible place. Then hold up the other pictures. Call on a volunteer to name each picture (give help with the names, if necessary) and to place it next to the picture whose name it rhymes with.

## Workshop and Remediation

### Practice Activities (30 minutes)

**Activity Sheet V: Alphabetical Order** Go over the sheet with the children to be sure they understand the directions. Remind them to proofread their work when they finish.

### Activity Sheet V

Name \_\_\_\_\_

Print the missing capital letters.

A \_ \_ B \_ \_ C \_ \_ D \_ \_ E \_ \_

F \_ \_ G \_ \_ H \_ \_ I \_ \_ J \_ \_

K \_ \_ L \_ \_ M \_ \_ N \_ \_ O \_ \_

Print the missing small letters.

a \_ \_ b \_ \_ c \_ \_ d \_ \_ e \_ \_ f \_ \_ g \_ \_

h \_ \_ i \_ \_ j \_ \_ k \_ \_ l \_ \_ m \_ \_ n \_ \_ o \_ \_

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**Letter Before and After** This game will allow the children to move about the room while gaining practice in letter recognition and alphabetical order. Have them line up and walk slowly in front of you. As they pass, give each child a flash card. (Use alphabet flash cards *a-m*.) Ask each child to tell you the name of the letter on the card and then to circle the room. On passing you again, the child should tell you the letter that comes *after* the letter on the flash card. On the third pass, the child should tell you the letter that comes *before* the letter on the card. (Determining this letter may be difficult for the children. You may therefore want to ask only for the letter *after* at this time.)

**Rhyming Posters (optional)** To make posters of rhyming words, the children should either cut out magazine pictures whose names rhyme or draw their own pictures. The "words," or names of the pictures, on each poster should all rhyme. You may want to have the children work on the posters in groups. Save the posters for later use.

**Alphabet Activities (optional)** Introduce the Alphabet Puzzle Check Cards, from the Alphabet Skills Kit, and sandpaper letters to the whole group before you place this new material on the workshop shelf.

ALPHABET PUZZLE AND ALPHABET PUZZLE CHECK CARDS See Appendix 4 for a description of this activity.

SANDPAPER LETTERS See Appendix 4 for a description of this activity.



## 2. Storytime

### Reading Poems and Rhymes

(10–15 minutes)

#### Listening Critically

Read the poems for session V to the class: "The Three Little Kittens" and "I Painted." Follow the usual procedure for having the children listen for and say the rhyming words.

#### Rhyming Words

##### The Three Little Kittens

Three little kittens  
lost their mittens,  
And they began to cry,  
"Oh, mother dear, we sadly fear  
Our mittens we have lost!"  
"What! Lost your mittens?  
You naughty kittens!  
Then you shall have no pie."  
"Meow, meow, meow!"

The three little kittens  
found their mittens,  
And they began to cry,  
"Oh, mother dear, see here, see here  
Our mittens we have found."  
"What! Found your mittens?  
You good little kittens!  
Then you shall have some pie."  
"Purr, purr, purr."

##### I Painted

Daddy was painting things. I wanted to, too.  
Mother said, "Painters must be bigger than you."  
Daddy said, "Oh, maybe not. Take this brush and see.  
Dip it in the paint pot and try it here with me."  
Daddy went in the house to get another shelf.  
I had an accident, all by myself.  
"Daddy, I spilled some! I spilled a lot!"  
Daddy said, "I'll say you did, the whole big pot!"  
Daddy cleaned the paint up. He didn't scold a bit.  
Mother helped. They wiped and wiped as if they'd  
never quit.  
I said, "Where do I paint next? Is over here okay?"  
Daddy said, "I think you've painted plenty for today."

—Isabel Myers

## 3. Writing

### Seminar (15–20 minutes)

Call on this session's group of seminar leaders. Remind the other children to be good listeners and to be ready to ask questions.

These "listening rules" may be helpful to the children:

1. Look at the speaker.
2. Listen to the speaker.
3. Raise hands.
4. Ask questions.

## 4. Extending the Lesson

### Homework

#### Rhyming Words

Ask the children to look in magazines at home to find 2 pictures of things whose names rhyme. Tell them to bring the pictures to the next session.

## Looking Ahead

1. Duplicate activity sheet VI.
2. (Optional) Duplicate the alphabet worksheet for session VI.
3. Assemble letter response cards *p*, *q*, and *r* for each child.
4. (Optional) Make alphabet-card puzzles or have Alphabet Paper ready for workshop and remediation.
5. If you do not have the Open Court Posters, obtain a large picture for discussion.



# Getting-Acquainted Session VI

## Rhymes

"After My Bath"  
"Slithergadee"  
"The Alligator"  
"Oodles of Noodles"  
"Toot! Toot!"

## Materials

Letter Response Cards: *p, q, r* for Each Child  
Alphabet Worksheet for Session VI, from the Alphabet Skills Kit (optional)  
Activity Sheet VI  
Alphabet Paper, from the Alphabet Skills Kit (optional)  
Nursery Rhyme Chart for Session VI  
Small Pictures (optional)  
Open Court Poster or Large Picture

## Skills

### Visual and Auditory Recognition

Letter Names and Shapes Review: *a-o*  
Letter Names and Shapes: *P, p; Q, q; R, r*  
Distinctions Among Similar Words  
Rhyming Words  
Beginning Sounds

### Mechanics

Writing Legibly

### Listening and Speaking

Listening Critically  
Participating in Discussions

# 1. Phonics and Decoding

## Warm-up (5–10 minutes)

### "Alphabet Song"

As you sing the "Alphabet Song," point to the letters to reinforce letter-name association.

### Alphabet Flash Card Drill

#### Letter Names and Shapes Review: a–o

Play a game with alphabet flash cards a–o to review the letter names. Divide the class into 2 teams. Choose a runner to keep score for each team. As you hold up the flash cards one at a time, call on players to say the letters. Alternate teams as you play. Every time a child correctly names the letter on a flash card, the team's runner advances a designated amount of space. The team whose runner reaches the finish line first wins. Remind the children that they must say "capital A" or "small a" to name a letter correctly. Tell them that they must respond quickly or lose their turn. As an alternative to this game, you may wish to hold a regular flash-card drill.

## Introducing Letter Names and Shapes

(30–40 minutes)

#### Letter Names and Shapes: P, p; Q, q; R, r

Use the procedures described in sessions I and III to introduce the letters P, p; Q, q; and R, r.

## Alphabet Worksheet VI (optional)

(10–15 minutes)

Go over the alphabet worksheet for session VI with the children. Then let them work independently.



**Dictation** (10–15 minutes)**Writing Legibly**

Dictate letters to groups of 5 or 6 children at the chalkboard. Those at their seats should practice on their individual slates. Remember to proofread the board work and to have the seated children proofread their own work as well.

**Rhyming Words** (15 minutes)**Distinctions Among Similar Words**

Say groups of 3 words in which 2 of the words rhyme. Ask the children to name the word that does not rhyme. You may wish to use these groups of words:

|                  |                 |
|------------------|-----------------|
| cake, make, made | eat, meat, wait |
| bowl, pole, peel | boy, hall, toy  |
| lake, bike, like | bat, hit, sit   |

**Rhyming Words**

Say a word. Have the children say as many words as they can that rhyme with the word you said. Challenge them to think of even more such words. Do this exercise several times in order to give the children experience in thinking up rhyming words.

**Beginning Sounds**

Have the children think of specific rhyming words by saying, for example, "Give me a word that rhymes with *hat* and starts with /m/." Do this exercise several times with other words and beginning sounds, such as *hill*, /f/; *game*, /n/; *me*, /b/; *date*, /l/.

## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet VI: Printing Small for Capital Letters

Go over the sheet with the children so they know exactly what to do. Then let them work independently. Remind them to proofread their work.

#### Activity Sheet VI

Name \_\_\_\_\_

Print the small letter that goes with each capital letter.

|   |   |   |   |
|---|---|---|---|
| M | m | E | e |
| R | r | J | j |
| H | h | Q | q |
| D | d | N | n |
| F | f | K | k |
| P | p | G | g |

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**Alphabet Activities (optional)** Introduce Alphabet Paper (from the Alphabet Skills Kit) or alphabet card puzzles to the whole group before adding them to the workshop shelf.

**ALPHABET PAPER** See Appendix 4 for a description of this activity.

**ALPHABET CARD PUZZLES** See Appendix 4 for a description of this activity.

**Letter Response Cards** Have the children practice putting their cards in alphabetical order. Time them and challenge them to beat their previous time. Afterward, if time allows, conduct a response-card drill.

**Teaching Tip** If the children in your class can work independently, you may begin to work with small groups who need extra practice. Don't rush this step. It is important to establish workshop routines under your direction. You may let the children choose independent activities after they complete the worksheet or other whole-group activities, but they will probably still need close supervision for this step.



## 2. Storytime

### Reading Poems and Nursery Rhymes

(10–15 minutes)

#### Listening Critically

Read the poems for session VI to the class: "After My Bath," "Slithergadee," "The Alligator," "Oodles of Noodles," and "Toot! Toot!" If there is time, re-read some of the nursery rhymes and poems from previous sessions. Let the children use the charts to "read" some to one another.

#### Rhyming Words

##### After My Bath

After my bath I splash about  
Till time to pull the stopper out.  
Then what gurgles and what roars  
As down the drain the water pours.  
I don't go too, though. I'm too fat.  
And every day I'm glad of that.

—Dorothy Aldis

##### Slithergadee

The Slithergadee has crawled out of the sea.  
He may catch all the others, but he won't catch me.  
No you won't catch me, old Slithergadee;  
You may catch all the others, but you wo—

—Shel Silverstein

##### The Alligator

The alligator chased his tail  
Which hit him on the snout;  
He nibbled, gobbled, swallowed it,  
And turned right inside-out.

—Mary Macdonald

##### Oodles of Noodles

I love noodles. Give me oodles.  
Make a mound up to the sun.  
Noodles are my favorite foodles.  
I eat noodles by the ton.

—Lucia and James L. Hymes, Jr.

##### Toot! Toot!

A peanut sat on a railroad track,  
His heart was all a-flutter;  
The five-fifteen came rushing by—  
Toot! toot! Peanut butter!

—Anonymous

"After My Bath" by Dorothy Aldis reprinted by permission of G. P. Putnam's Sons from *All Together* by Dorothy Aldis, copyright 1925–1928, 1934, 1939, 1952; copyright renewed 1953–1956, 1962, 1967 by Dorothy Aldis.

"Slithergadee" by Shel Silverstein from *Don't Bump the Glump*, copyright © 1964 by Shel Silverstein, reprinted by permission of Simon & Schuster, Inc.

"Oodles of Noodles" by Lucia and James Hymes from *Oodles of Noodles*, © 1964, Addison-Wesley Publishing Company, Inc., Reading, Massachusetts. Poem. Reprinted with permission.

"Toot! Toot!" from *The Random House Book of Poetry for Children*, selected and introduced by Jack Prelutsky, published by Random House, Inc.

## 3. Writing

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### Discussing a Picture (15–20 minutes)

---

#### Participating in Discussions

If all of the children have had a turn in seminar, post a large, interesting picture or poster for the class to talk about. (Use an Open Court poster or a picture of your own.) Encourage the children to discuss what is happening in the picture, to tell a story about it, or to relate experiences the picture brings to mind. Give everyone a turn. Ask children who are reluctant to talk to tell what they like best about the picture, or ask them another direct question.

If some children haven't had a turn in seminar, hold seminar.

For the next seminar, have everyone draw a picture to talk about, or provide magazine pictures for the children to use. Choose one-quarter of the class (or any convenient number) to talk about their pictures during that session.

### Homework Checkup

---

Ask which children brought in their homework assignment. Call on them to show their pictures to the class and to say the names of the pictures. Give them each a folded sheet of paper to put the pictures in; then help them write their names on the sheets. Collect the homework.

## Looking Ahead

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1. Duplicate activity sheet VII.
2. Duplicate the alphabet worksheet for session VII.
3. Assemble letter response cards *s*, *t*, and *u* for each child.



# Getting-Acquainted Session VII

## Rhymes

"The Squirrel"  
"Mary Middling Had a Pig"  
"To Market, to Market"

## Materials

Letter Response Cards: s, t, and u for Each Child  
Alphabet Worksheet for Session VII (optional)  
Activity Sheet VII  
Nursery Rhyme Chart for Session VII

## Skills

### Visual and Auditory Recognition

Letter Names and Shapes: S, s; T, t; U, u  
Beginning Sounds  
Rhyming Words

### Listening and Speaking

Listening Critically

# 1. Phonics and Decoding

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## Warm-up (5–10 minutes)

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### Alphabet Review

Point to letters in the chalkboard alphabet at random and ask the children to name each letter.

### "Alphabet Song"

Sing the "Alphabet Song" with the children as you point to each letter in the chalkboard alphabet.

## Introducing Letter Names and Shapes

(30–40 minutes)

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### Letter Names and Shapes: S, s; T, t; U, u

Follow the usual procedure to introduce the letters S, s; T, t; and U, u. Be sure to use all the steps of the see-hear-say-write technique. Keep the pace lively and involve as many children as possible in writing and tracing.

## Alphabet Worksheet VII (optional)

(5–10 minutes)

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Go over the alphabet worksheet for session VII with the children. Then let them work independently.

## Rhyming Words (10–15 minutes)

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If the children made rhyming posters in workshop for session V, have them share the posters. Let the class decide whether the names of the pictures on each poster really do rhyme. Have the children suggest additional rhyming words for each poster.



## Beginning Sounds

Play I'm Thinking of a Word That Rhymes with \_\_\_\_\_. For example, say, "I'm thinking of a word that rhymes with *make*." If the children can't think of a rhyming word, give another clue. Say, "I'm thinking of a word that rhymes with *make* and is something you eat." If the children don't say *cake*, give more clues until they do. You may want to include some clues that require initial consonant substitution. For example, say, "I'm thinking of a word that rhymes with *make* and begins with /k/." Let the children solve several of these riddles. Then, if they seem able, let them give riddles to one another.

## Workshop and Remediation

If your class can work independently, spend a short portion of workshop time meeting with one or more small groups. Work with children who are still having difficulty with letter recognition.

## Practice Activities (30 minutes)

## Activity Sheet VII: Matching Small to Capital Letters

Go over the sheet with the children. Once they understand what to do, allow them to work independently.

**Letter Before and After** Instructions for playing this game appear in session V. Use alphabet flash cards *a–u*. If the children are ready, play the game with the letter before as well as the letter after. If they are not, focus on the letter after.

**Response Card Drill** You may want to conduct this drill with small groups instead of the whole class.

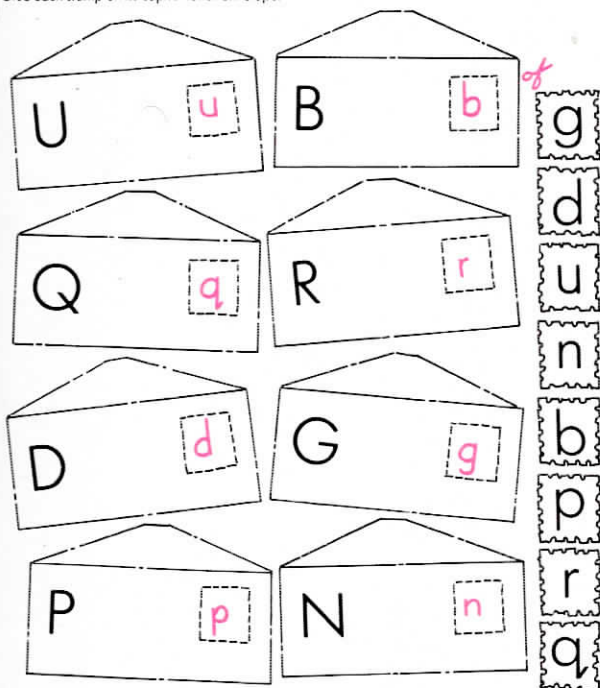
**Alphabet Activities** Remember that as the children complete assigned work, they may choose material, such as the Alphabet Puzzle, from the workshop shelf.

## Activity Sheet VII

Name \_\_\_\_\_

 Cut out the small-letter stamps.

 Glue each stamp on its capital-letter envelope.



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## 2. Storytime

### Reading Poems and Nursery Rhymes

(10–15 minutes)

#### Listening Critically

Read the poems for session VII to the class: "The Squirrel," "Mary Middling Had a Pig," and "To Market, to Market." Remember to point to the words as you read, to let the children supply the rhymes on subsequent readings, and to let anyone who knows a poem recite it to the class.

#### Rhyming Words

##### The Squirrel

Whisky, frisky  
Hippity hop!  
Up he goes  
To the tree top!

Whirly, twirly,  
Round and round,  
Down he scampers  
To the ground.

Furly, curly,  
What a tail!  
Tall as a feather,  
Broad as a sail!

Where's his supper?  
In the shell,  
Snappity, crackity,  
Out it fell.

—Unknown

##### Mary Middling Had a Pig

Mary Middling had a pig,  
Not very little and not very big,  
Not very pink, not very green,  
Not very dirty, not very clean,  
Not very good, not very naughty,  
Not very humble, not very haughty,  
Not very thin, not very fat;  
Now what would you give for a pig like that?

—Rose Fyleman

##### To Market, to Market

To market, to market, to buy a fat pig;  
Home again, home again, jiggety jig.

To market, to market, to buy a fat hog;  
Home again, home again, jiggety jog.

To market, to market, to buy a plum bun;  
Home again, home again, market is done.

"Mary Middling" by Rose Fyleman from *Fifty-One New Nursery Rhymes*, copyright 1931, 1932 by Doubleday & Company, Inc., reprinted by permission of Doubleday & Company, Inc., and The Society of Authors as the literary representative of the Estate of Rose Fyleman.



## 3. Writing

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### Seminar (15–20 minutes)

---

Have the children assigned to seminar for this session present and talk about their drawings. Remind the rest of the class to be a good audience. Also remind the children that they will have a chance to ask each speaker questions.

## Looking Ahead

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1. Duplicate activity sheet VIII.
2. (Optional) Duplicate the alphabet worksheet for session VIII.
3. Assemble letter response cards v and w for each child.
4. Assign the next seminar group.

# Getting-Acquainted Session VIII

## Rhymes

"Clouds"  
"Rain"  
"Rhyme"  
"Rain, Rain, Go Away"

## Materials

Letter Response Cards: v and w for Each Child  
Alphabet Worksheet for Session VIII (optional)  
Activity Sheet VIII  
Nursery Rhyme Chart for Session VIII

## Skills

### Visual and Auditory Recognition

Letter Names and Shapes Review: a-u  
Letter Names and Shapes: V, v; W, w  
Rhyming Words

### Mechanics

Writing Legibly

### Decoding

Blending

### Listening and Speaking

Listening Critically



# 1. Phonics and Decoding

## Warm-up (10 minutes)

### Letter Response Card Drill

#### Letter Names and Shapes Review: a–u

Ask the children to use cards a–u for the response-card drill. Remind them to put their cards in alphabetical order at the start. Keep the pace lively and review all the letters introduced so far.

Remember, stopping to correct anyone during the drill is disruptive. Instead, notice any children who are responding incorrectly and meet with them during workshop and remediation.

## Introducing Letter Names and Shapes

(30–40 minutes)

#### Letter Names and Shapes: V, v; W, w

Use the procedures described in sessions I and III to present the letters V, v and W, w. Be sure to have all work proofread and to have any children whose names begin with V or W write the appropriate letters on the chalkboard.

## Dictation (10–15 minutes)

### Writing Legibly

Call groups of 5 or 6 children to the chalkboard for dictation. Dictate a different letter to each group, concentrating on the more recently introduced letters. Have the seated children write all the letters on their individual slates. Be sure to have all work proofread.

## Alphabet Worksheet VIII (optional)

(5–10 minutes)

Go over the alphabet worksheet for session VIII with the children to be sure they know what to do. Then let them complete the activity on their own.

## Oral Blending (15 minutes)

### Blending

1. Tell the children that, as a part of learning to read and write, they will learn how to put sounds together to make words. Explain that now they are going to practice blending, or putting parts of words together, in order to build whole words.
2. Model the process of blending by using the following compound words. First say the parts of each word separately. Then blend them together and say the word naturally.

|       |        |              |
|-------|--------|--------------|
| sea   | weed   | = seaweed    |
| bed   | room   | = bedroom    |
| fire  | fly    | = firefly    |
| rain  | bow    | = rainbow    |
| chalk | board  | = chalkboard |
| bird  | house  | = birdhouse  |
| play  | ground | = playground |
| side  | walk   | = sidewalk   |

3. Say each of the compound words in parts again. Have the children repeat the parts and then blend them together to say the word. Give help and encouragement freely.

4. Sequence the syllables in the following words and have the children blend them into whole words. Either have the whole group respond or call on individuals.

|    |      |          |      |      |          |
|----|------|----------|------|------|----------|
| ta | ble  | = table  | sis  | ter  | = sister |
| ba | by   | = baby   | li   | ttle | = little |
| mo | ther | = mother | ti   | ger  | = tiger  |
| pa | per  | = paper  | happ | y    | = happy  |

Make sure the children say each syllable and blend the syllables together to say the word.

5. If necessary, make up more examples. Use words with just 2 syllables or compound words made up of two 1-syllable words. Be sure to model the appropriate responses if the children are having difficulty.

Notice any children who are having trouble blending. Plan to repeat the exercises with them during workshop and remediation.



## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet VIII: Matching Capital to Small Letters

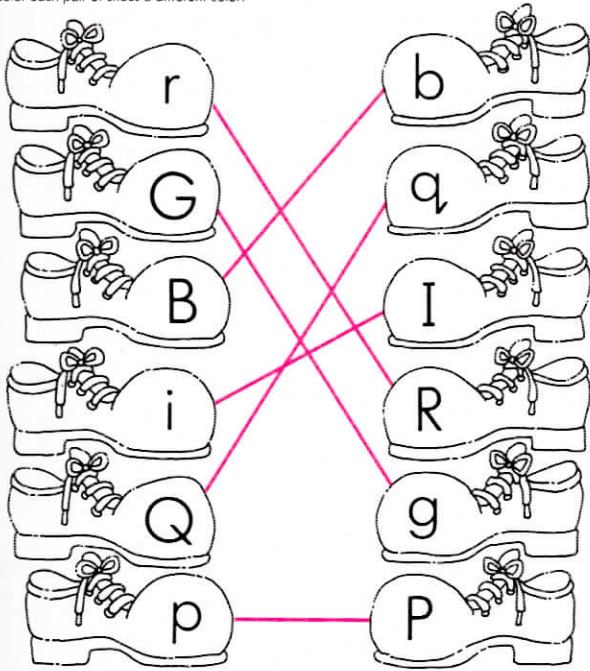
Go over the sheet with the children to make sure they know what to do. Then let them work on their own.

#### Activity Sheet VIII

Name \_\_\_\_\_

Draw a line from each capital-letter shoe to its small-letter shoe to match the shoes into pairs.

Color each pair of shoes a different color.



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**Alphabet Activities (optional)** Let the children select alphabet activities, such as the Alphabet Puzzle and the Plastic Alphabet (from the Alphabet Skills Kit).

**Flash Card Tick-Tack-Toe** This game is described in the session IV workshop. Play it as you did before, but this time tell the children that you will be using 12 letters, which are 3 more than will fit on their grids. This means that they will get to choose 9 of the 12 letters to write. Use Alphabet Flash Cards for 12 consonants that you feel need to be reviewed.

**Team Tick-Tack-Toe** This game is also described in the session IV workshop. It is useful to review additional capital and small letters.

## 2. Storytime

### Reading Poems and Nursery Rhymes

(10–15 minutes)

#### Listening Critically

Read the poems for session VIII to the children: "Clouds," "Rain," "Rhyme," and "Rain, Rain, Go Away." Follow the procedure outlined in session I. That is, read the poems while using the chart to build the connection between spoken sounds and printed words and to emphasize rhyming words.

#### Rhyming Words

##### Clouds

If I had a spoon  
As tall as the sky,  
I'd dish out the clouds  
That go slip-sliding by.

I'd take them right in  
And give them to cook  
And see if they tasted  
As good as they look.

—Dorothy Aldis

##### Rain

The rain is raining all around;  
It falls on field and tree,  
It rains on the umbrellas here  
And on the ships at sea.

—Robert Louis Stevenson

##### Rhyme

I like to see a thunder storm,  
A dunder storm,  
A blunder storm.  
I like to see it, black and slow,  
Come stumbling down the hills.

I like to hear a thunder storm  
A plunder storm,  
A wonder storm,  
Roar loudly at our little house  
And shake the window sills!

—Elizabeth Coatsworth

##### Rain, Rain, Go Away

Rain, rain, go away.  
Come again another day.

### Small-Group Instruction

If the children are ready to work independently, you may use this time for small-group instruction. Here are some suggestions:

1. Repeat letter response card drill with those children who have difficulty with the activity or are slow in recognizing letters. Reteach any letters they do not know.
2. Repeat the oral-blending activity with any children who had difficulty with it. Be sure to model the process first.
3. Meet with individuals to check alphabet recognition. Use the Alphabet Flash Cards to check letter recognition and to review letters.

"Clouds" by Dorothy Aldis reprinted by permission of G. P. Putnam's Sons from *Everything and Anything* by Dorothy Aldis, copyright 1925–1927, copyright renewed 1953–1955 by Dorothy Aldis.

"Rhyme" by Elizabeth Coatsworth reprinted by permission of Grosset & Dunlap, Inc., from *The Sparrow Bush* by Elizabeth Coatsworth, copyright © 1966 by Grosset & Dunlap, Inc.



## 3. Writing

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### Seminar (15–20 minutes)

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Have the seminar leaders present and talk about their pictures. Remind the rest of the class to be good listeners and to be ready to ask the speakers some questions.

## Looking Ahead

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1. Duplicate activity sheet IX.
2. (Optional) Duplicate the alphabet worksheet for session IX.
3. Assemble letter response cards x, y, and z for each child.
4. Gather art supplies such as construction paper, crayons, markers, glitter, stickers, paint, and other materials for the ABC Grab Bag in workshop and remediation.
5. Assemble all the materials the children will need to play Alphabet Tracks on a game mat.
6. Assign the next seminar group.

# Getting-Acquainted Session IX

## Rhymes

"Shore"  
"The Whirl and Twirl"  
"A Good Play"

## Materials

Letter Response Cards: x, y, z for Each Child  
Alphabet Worksheet for Session IX (optional)  
Activity Sheet IX  
Game Mat: Alphabet Tracks  
Nursery Rhyme Chart for Session IX

## Skills

### Visual and Auditory Recognition

Letter Names and Shapes: X, x; Y, y; Z, z  
Letter Names and Shapes Review: a-z  
Ending Sounds  
Rhyming Words

### Study and Research

Alphabetical Order

### Decoding

Blending

### Listening and Speaking

Listening Critically



# 1. Phonics and Decoding

## Warm-up (5–10 minutes)

### Alphabet Flash Card Drill

For this drill, use cards a–w. Divide the class into teams and award points for correct answers. You may want to keep score on the chalkboard. Show a flash card and ask the first player on one team to name the letter. Then, whether the child's answer is right or wrong, move on to the first player on the next team and show another card. Continue playing until each child has had a chance to name a letter. The team with the most points at the end of the game wins. You may prefer a simple flash-card drill instead.

## Introducing Letter Names and Shapes

(30–40 minutes)

### Letter Names and Shapes: X, x; Y, y; Z, z

Follow the usual procedure to introduce the letters X, x; Y, y; and Z, z. Keep the pace lively and involve as many children as possible.

## Alphabet Worksheet IX (optional)

(5–10 minutes)

Use the alphabet worksheet for session IX to give the children additional practice with writing the letters X, x; Y, y; and Z, z, as well as with alphabetizing the letters g–r. Go over the activity with the children and tell them to be sure to proofread their work.

**Letter Response Card Drill** (10–15 minutes)**Letter Names and Shapes Review: a–z**

Conduct a response-card drill with all 26 letters.

**Alphabetical Order**

Give the children time to put their response cards in alphabetical order before the game begins, and praise them for doing it so well and so quickly.

**Oral Blending** (15 minutes)**Blending**

1. Review blending words with just 2 syllables or parts. You may use the words from session VIII or new ones, such as *highway*, *brother*, *father*, *turkey*, *monkey*.
2. Tell the children that you have been building whole words from parts. Explain that now you will break down whole words into parts. Model the process this way. Say, "I want to say *motorcycle*. First I say *motor*. Then I say *cycle*." Repeat the example with *motorcycle*, but this time ask the children what to say first and what to say next.
3. Have the children break down these words:

hamburger (ham burger)  
 chalkboard (chalk board)  
 bedroom (bed room)  
 highway (high way)  
 seaweed (sea weed)  
 firefly (fire fly)  
 rainbow (rain bow)

4. Model the process of breaking words into syllables. Say, "I want to say *table*. First I say *ta*. Then I say *ble*." Repeat the example with *table*, but this time ask the children what to say first and what to say next.

5. Have the children break down these words into syllables:

|                  |                  |
|------------------|------------------|
| paper (pa per)   | baby (ba by)     |
| tiger (ti ger)   | sister (sis ter) |
| turkey (tur key) | monkey (mon key) |
| little (lit tle) | happy (happ y)   |

**Ending Sounds** (10–15 minutes)**Ending Sounds**

1. To introduce the concept of ending sounds, say the words *bat* and *pet* and tell the children that both words end with the same sound, /t/.
2. Say pairs of words that end with the same sound and tell the children to listen carefully to the sound at the end of each pair: *make—back*; *cat—sit*; *all—still*; *bone—can*.
3. Say the following pairs of words. Tell the children to put thumbs up if the words end with the same sound and thumbs down if they do not.

|            |            |
|------------|------------|
| stick—cake | bag—back   |
| sit—bite   | steam—lean |
| love—grab  | ball—will  |
| best—match | stay—try   |

Ending sounds are likely to be more difficult for the children than beginning sounds or rhyming words. More practice with them will be provided later in the first-grade program.



## Workshop and Remediation

You may need more time for this workshop than for previous ones. The ABC Grab Bag is a special activity designed to celebrate having gone through all the letters of the alphabet. Small-group instruction should be kept at a minimum so that all the children will have enough time to work on this group project.

### Practice Activities (30–40 minutes)

**Activity Sheet IX: Alphabetical Order** Use the sheet to review alphabetizing. Go over it with the children and explain the procedure. Then let them work independently.

**Alphabet Tracks** Introduce the game mat to the children during this workshop and teach them how to play.

Alphabet Tracks is meant to make reviewing letter names fun. You would do well, however, to pair the children so that one may serve as a helper (a slower child with an average one or an average child with a faster one). Otherwise, provide a judge for 2 players, as indicated in the game's directions, so that someone can rule on the accuracy of the answers.

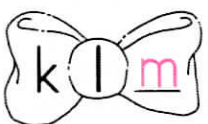
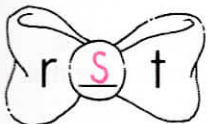
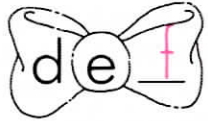
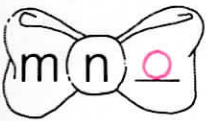
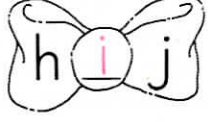
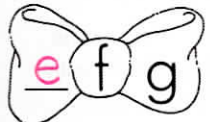
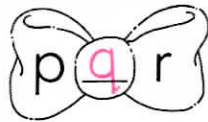
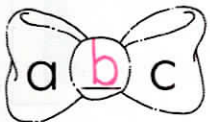
Directions appear on the following page and on the game mat itself. (Note that there are 2 harder variations of Alphabet Tracks.)

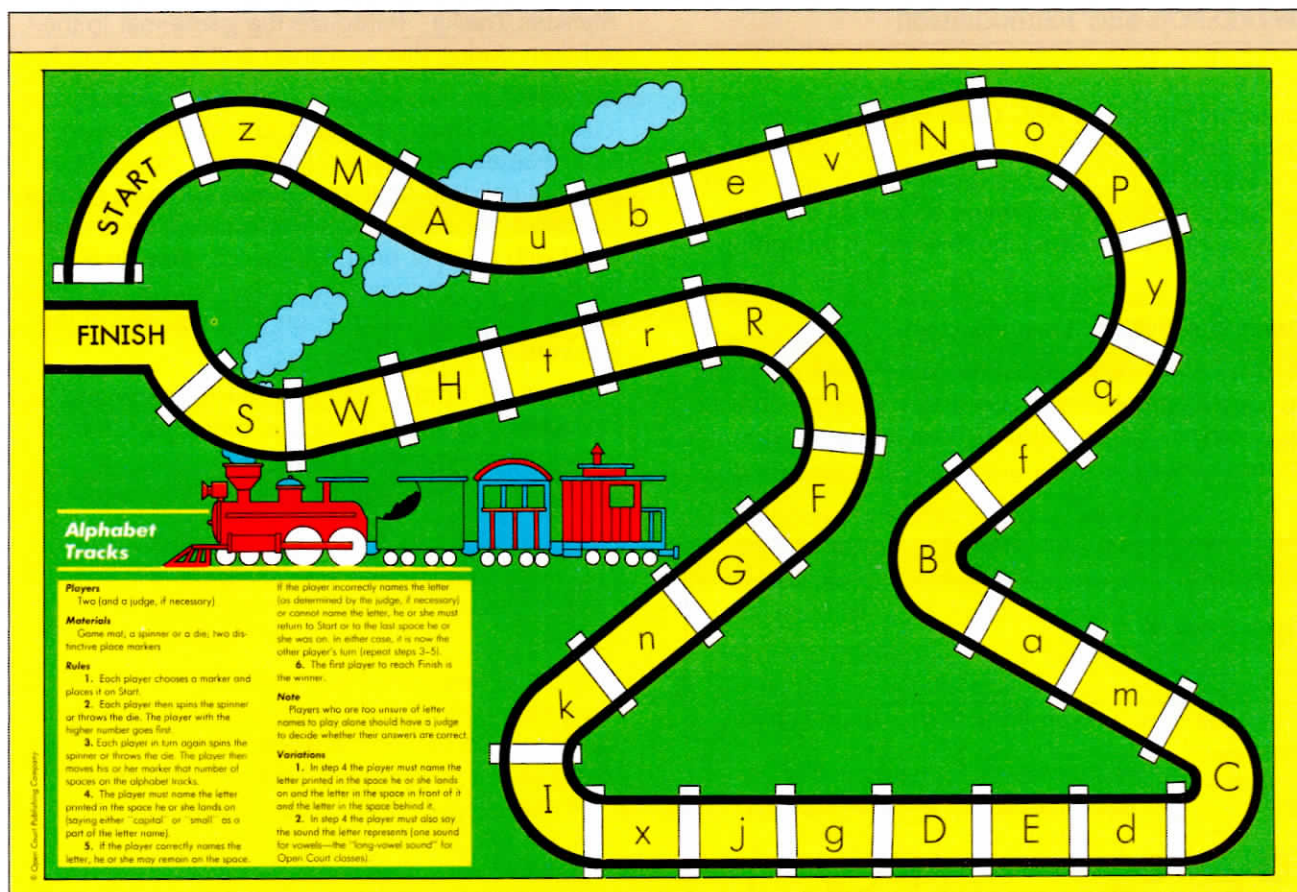
### Activity Sheet IX

Name \_\_\_\_\_

Print the small letter that completes each bow.

Then color all the bows.





## Alphabet Tracks

### Players

2 (and a judge, if necessary)

### Materials

Game mat; a spinner or a die; 2 distinctive place markers

### Rules

1. Each player chooses a marker and places it on Start.
2. Each player then spins the spinner or throws the die. The player with the highest number goes first.
3. Each player in turn spins the spinner or throws the die again. The player then moves his or her marker that number of spaces on the alphabet tracks.
4. The player must name the letter printed in the space he or she lands on (saying either "capital" or "small" as a part of the letter name).

5. If the player correctly names the letter, he or she may remain on the space. If the player incorrectly names the letter (as determined by the judge, if necessary) or cannot name the letter, he or she must return to Start or to the last space he or she was on. In either case, it is now the other player's turn (repeat steps 3-5).

6. The first player to reach Finish is the winner.

**Note:** Players who are too unsure of letter names to play alone should have a judge to decide whether their answers are correct.

### Variations

1. In step 4 the player must name the letter printed in the space he or she lands on and the letter in the space in front of it and the letter in the space behind it.
2. In step 4 the player must also say the sound the letter represents (for vowels, the "long-vowel sound").



**ABC Grab Bag** This is a whole-group workshop activity. Put cards for all the letters in a grab bag. (You may use both capital and small letters or just small letters.) Have the children grab letters one at a time until all the letters have been taken. (Some or all of the children will have more than 1 letter, depending on whether you use capital as well as small letters.) Tell them that they are going to prepare a special alphabet for the classroom by making and decorating the letters they have grabbed. Provide construction paper, crayons, markers, paint, glitter, stickers, glue, and other materials for the children to use. As the children work on their letters, circulate about the room and give help if necessary. After the alphabet is complete, display the letters in alphabetical order in a prominent place in the room. Review alphabetical order as you put up the alphabet.

**Small-Group Instruction (optional)**

Meet with individuals to check on their alphabet recognition.

## 2. Storytime

### Reading Poems and Nursery Rhymes

(10–15 minutes)

#### Listening Critically

Read the poems for session IX to the class: "Shore," "The Whirl and Twirl," and "A Good Play." Then, if time allows, reread any favorite poems from previous sessions.

#### Rhyming Words

##### Shore

Play on the seashore  
And gather up shells,  
Kneel in the damp sand  
Digging wells.

Run on the rocks  
Where the seaweed slips,  
Watch the waves  
And the beautiful ships.

—Mary Britton Miller

##### The Whirl and Twirl

Like a leaf or a feather  
In the windy, windy weather,  
We will whirl around,  
And twirl around,  
And all sink down together.

—Unknown

##### A Good Play

We built a ship upon the stairs  
All made of the back-bedroom chairs,  
And filled it full of sofa pillows  
To go a-sailing on the billows.  
We took a saw and several nails,  
And water in the nursery pails;  
And Tom said, "Let us also take  
An apple and a slice of cake"—  
Which was enough for Tom and me  
To go a-sailing on, till tea.  
We sailed along for days and days,  
And had the very best of plays;  
And Tom fell out and hurt his knee,  
So there was no one left but me.

—Robert Louis Stevenson



## 3. Writing

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### Seminar (15 minutes)

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Ask the children who were assigned seminar for this session to present their pictures and tell about them.

## Looking Ahead

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1. Duplicate activity sheet X.
2. (Optional) Duplicate the alphabet worksheet for session X.
3. (Optional) Gather ingredients for making cookies.
4. (Optional) Make arrangements to use the school kitchen or bring in a toaster oven.
5. Gather materials the children will need to play Letter Match on a game mat.
6. Assign the last group of seminar leaders for session X.

# Getting-Acquainted Session X

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## Rhymes

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"Boa Constrictor"  
"Growing Old"  
"Keep a Poem in Your Pocket"

## Materials

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Alphabet Worksheet for Session X (optional)  
Activity Sheet X  
Game Mat: Letter Match  
Nursery Rhyme Chart for Session X

## Skills

---

### Visual and Auditory Recognition

Letter Names and Shapes Review: a-z  
Ending Sounds  
Rhyming Words

### Study and Research

Alphabetical Order

### Mechanics

Writing Legibly

### Decoding

Blending

### Listening and Speaking

Listening Critically

# 1. Phonics and Decoding

## Warm-up (5–10 minutes)

### "Alphabet Song"

Sing the "Alphabet Song" several times as you point to the letters in the chalkboard alphabet.

### Alphabet Flash Card Drill

Review all the letters of the alphabet by playing a team game with the flash cards. Follow the procedure outlined in the warm-up for session IX. The children should respond quickly. If anyone takes too long to name a letter, call it an error and go on to a player on another team.

## Reviewing Letter Names and Shapes

(30–40 minutes)

To review the letters of the alphabet, select various activities from among those listed below. You need not do all of them.

### Letter Names and Shapes Review: a–z

#### Letter Response Card Drill

Conduct this drill with all the letters. It is described in session III.

#### Flash Card Tick-Tack-Toe

Play a few rounds of the game with the children. Keep the game moving quickly. It is described in session IV.

### Alphabetical Order

#### Letter Before and After

Play the game with all the letters. Some of the children may have to take more than one. A description of this game appears in session V.

#### Writing the Letters in Alphabetical Order

Cover the letters in the chalkboard alphabet, or position the children so that they cannot see them. Then give the children lined paper and have them write the capital and small letters in order. Encourage them to do their best work. Tell them that you will later help anyone who is having trouble. (A similar activity is assigned in workshop for this session.)

## Alphabet Worksheet X (optional)

(5–10 minutes)

Use the alphabet worksheet for session X to give the children practice with alphabetizing the letters f–w, as well as with writing small letters next to their corresponding capitals. Go over the worksheet with the children. Then let them work on their own.



## Dictation (10–15 minutes)

### Writing Legibly

Give the children lined paper. Then dictate letters of the alphabet in random order, specifying capital or small letters. The main objective of this exercise is to see whether the children really know letter shapes and names out of alphabetical order.

Notice any children who are having difficulty with letter recognition and formation. Plan to help them during workshop in this session and later.

## Oral Blending (15 minutes)

### Blending

1. Review the blending of words with 2 parts or syllables. Then tell the children that now they will blend words with 3 parts. Model the following examples:

el e phant = elephant  
 chim pan zee = chimpanzee  
 No vem ber = November  
 tel e phone = telephone  
 bi cy cle = bicycle  
 yes ter day = yesterday

2. Say the same words in parts and have the children repeat the parts and then blend them together to say the words.
3. Sequence the syllables in the following words and have the children blend them into words:

to mor row = tomorrow  
 cal en dar = calendar  
 to ma to = tomato  
 ra di o = radio

4. Finally, reverse the process. Say the whole words and have the children say the parts. Be sure to model the process for the children. Use the 3-syllable words you just blended.

## Ending Sounds (optional) (15 minutes)

### Ending Sounds

1. Extend the concept of ending sounds. Say pairs of words. Ask the children to put thumbs up if the words in each pair end with the same sound and thumbs down if they do not.

hill—hail  
 hide—kite  
 give—gave  
 line—him  
 wish—nest  
 deer—her

2. Say sets of 3 words. Let the children decide whether all 3 words in each set end with the same sound. If they decide that the words do not, ask a volunteer to say which word does not belong.

ball, felt, smell  
 back, cake, leg  
 swim, game, team

3. Have the children think of words with the same ending sound. Say a word and have the children say other words that end with the same sound.

## Workshop and Remediation

### Practice Activities (30 minutes)

**Activity Sheet X: Alphabetical Order** Use the sheet to make a final check of the children's mastery of small-letter alphabetical order and correct formation of letters. Let them work completely on their own.

#### Activity Sheet X

Name \_\_\_\_\_

Print the missing small letters.

a b c d e

f g h i j

k l m n o

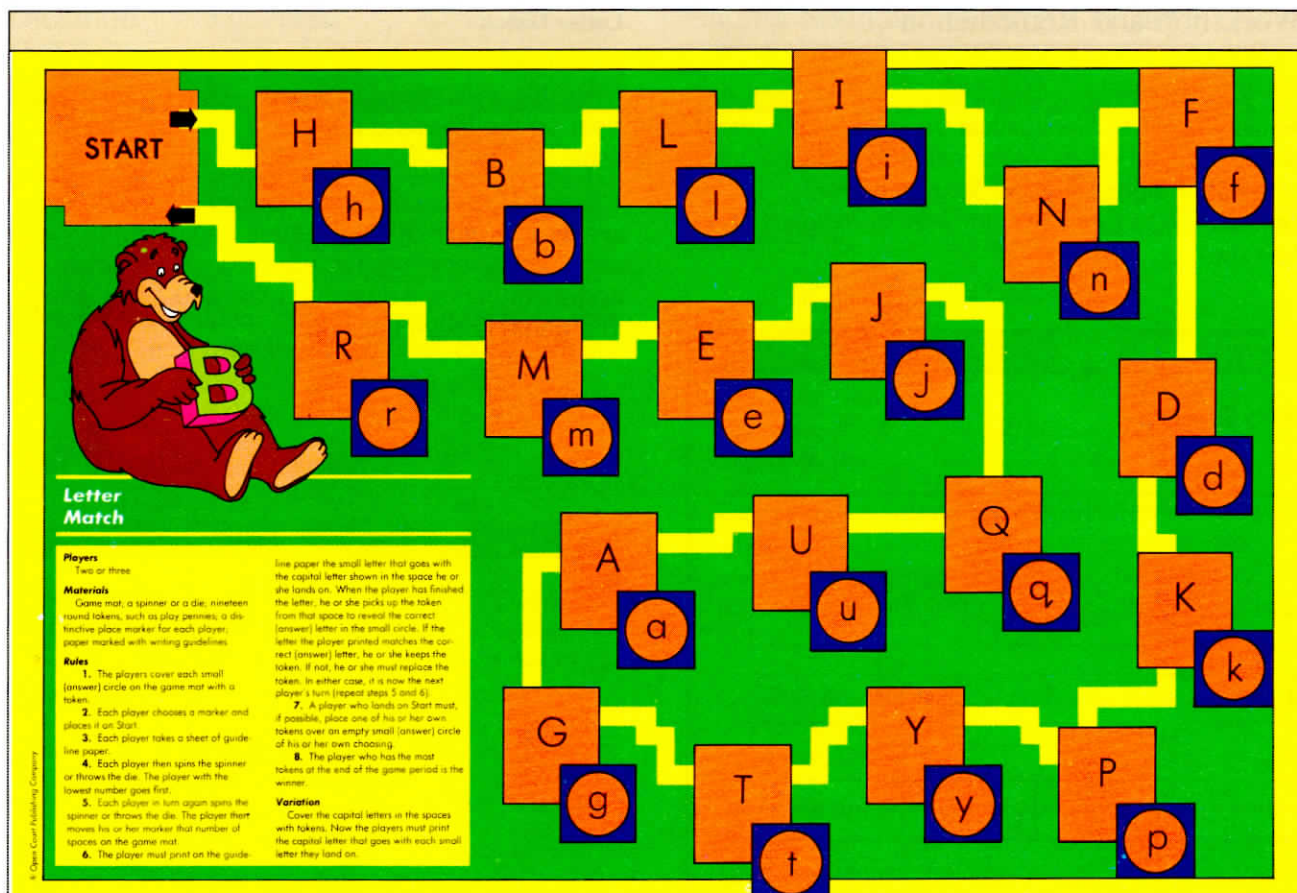
p q r s t

u v w x y z

### Letter Match

Introduce the game mat to the whole group and teach the children how to play. The directions appear on the following page and on the game mat itself.

Letter Match is designed to give the children practice in printing small letters and, with the variation, capital letters too. It also provides practice in correspondence between capital and small letters. The game is self-checking.



## Letter Match

### Players

2 or 3

### Materials

Game mat; a spinner or a die; 19 round tokens, such as play pennies; a distinctive place marker for each player; paper marked with writing guidelines

### Rules

1. The players cover each small (answer) circle on the game mat with a token.
2. Each player chooses a marker and places it on Start.
3. Each player takes a sheet of guideline paper.
4. Each player then spins the spinner or throws the die. The player with the lowest number goes first.
5. Each player in turn spins the spinner or throws the die again. The player then moves his or her marker that number of spaces on the game mat.

6. The player must print on the guideline paper the small letter that goes with the capital letter shown in the space he or she lands on. When the player has finished the letter, he or she picks up the token from that space to reveal the correct (answer) letter in the small circle. If the letter the player printed matches the correct (answer) letter, he or she keeps the token. If not, he or she must replace the token. In either case, it is now the next player's turn (repeat steps 5 and 6).
7. A player who lands on Start must, if possible, place one of his or her own tokens over an empty small (answer) circle of his or her own choosing.
8. The player who has the most tokens at the end of the game period is the winner.

### Variation

Cover the capital letters in the spaces with tokens. Now the players must print the capital letter that goes with each small letter they land on.



**Whole-Group Activity (optional)** As a group activity, make cookie dough. Give all the children enough dough to shape the initials of their first and last names. After the dough is baked, let the class have a cookie party. As an alternative to this activity, you may want to have the children use the dough to form the letters of the alphabet. Give each child enough dough to form 1 or 2 letters and assign him or her a letter or letters. After the cookies are baked, arrange them in alphabetical order and have a letter grab to see who gets which cookies. Be sure to have the children wash their hands before beginning this activity.

**Alphabet Activities** Let the children select previously introduced activities from the workshop shelf.

## 2. Storytime

### Reading Poems and Nursery Rhymes

(10–15 minutes)

#### Listening Critically

Read the poems for session X to the class: "Boa Constrictor," "Growing Old," and "Keep a Poem in Your Pocket." Point to the words on the chart as you read. If time allows, let a volunteer "read" a favorite poem to the rest of the class.

#### Rhyming Words

##### Boa Constrictor

Oh I'm being eaten by a boa constrictor,  
A boa constrictor, a boa constrictor,  
I'm being eaten by a boa constrictor,  
And I don't like it . . . one bit!  
Well what do you know . . . it's nibbling my toe,  
Oh gee . . . it's up to my knee,  
Oh my . . . it's up to my thigh,  
Oh fiddle . . . it's up to my middle,  
Oh heck . . . it's up to my neck,  
Oh dread . . . it's . . . MMFFF.

—Shel Silverstein

##### Growing Old

When I grow old I hope to be  
As beautiful as Grandma Lee.  
Her hair is soft and fluffy white.  
Her eyes are blue and candle bright.  
And down her cheeks are cunning piles  
Of little ripples when she smiles.

—Rose Henderson

##### Keep a Poem in Your Pocket

Keep a poem in your pocket  
and a picture in your head  
and you'll never feel lonely  
at night when you're in bed.

The little poem will sing to you  
the little picture will bring to you  
a dozen dreams to dance to you  
at night when you're in bed.

So—

Keep a picture in your pocket  
and a poem in your head  
and you'll never feel lonely  
at night when you're in bed.

—Beatrice Schenk de Regniers

"Boa Constrictor" from *Where the Sidewalk Ends: The Poems and Drawings of Shel Silverstein*, copyright © 1974 by Snake Eye Music, Inc., reprinted by permission of Harper & Row, Publishers, Inc., and Jonathan Cape Limited.

"Growing Old" by Rose Henderson from *The Random House Book of Poetry for Children*, selected and introduced by Jack Prelutsky, published by Random House, Inc.

"Keep a Poem in Your Pocket" from *Something Special* by Beatrice Schenk de Regniers, copyright © 1958 by Beatrice Schenk de Regniers.

## 3. Writing

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### Seminar (15–20 minutes)

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Ask the last seminar group to present their pictures and talk about them. Remind the rest of the class to be good listeners and to ask good questions.

## Looking Ahead

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1. Duplicate activity sheet 1.
2. Have on hand both white and orange chalk.



# Unit 2

## The Lessons

One basic lesson plan serves the remainder of the year. Key sections of it are described below.

### Phonics and Decoding

Phonics is the basic decoding strategy. The children are taught sound-symbol correspondences and how to blend sounds into words. They learn to apply this strategy when they encounter unfamiliar words in print. Ultimately, children recognize many words automatically.

In addition to phonics, 2 other decoding strategies are taught: visual memory for high-frequency irregular words and structural analysis using affixes, inflectional endings, and parts of compound words.

Since phonics has repeatedly been demonstrated, in both research and practice, the most efficient decoding strategy, it is emphasized. However, it is not taught to the exclusion of the other strategies, which are also critical decoding skills. The children learn early that decoding a word requires more than blending sounds in a left-to-right linear fashion. They learn to consider the total word environment. They learn that there are systematic methods for decoding most words, and they learn those methods.

In this program, long vowels are introduced before other vowel sounds because they are easier to discriminate auditorially than the short vowels. The long vowels are not represented by a 1-to-1, sound-to-spelling correspondence, however, so require more time for mastery—another reason for their early introduction.

### Workshop and Remediation

Workshop provides an opportunity for the children to apply the phonics strategies independently. Beginning in lesson 11, specific suggestions for small-group instruction are included. These suggestions provide a way to meet the needs of each child.

Establishing workshop routines is extremely important. One of the goals of workshop is to develop independent learners; however, not all children will be ready to work independently at the same time. You may need to spend more time with some children, or you may need to adapt some activities to the needs of your class.

### Optional Activities

Optional activities are provided periodically for additional reinforcement.

### Reading

In unit 2 there are 2 sources for reading: the story sequences found in the workbook and the complete stories in the individual storybooks.

### Story Sequences

As the children begin to develop their decoding strategies, it is critical that they see the purpose for learning them. During this initial stage of reading, the children will read story sequences in their workbooks. The few words that they may not be able to decode are taught as sight words.

After reading each story sequence, the children discuss what they have read and relate it to their own experiences.

### Storybooks

The storybooks provide the children with additional practice in newly learned decoding strategies. These books are highly motivating because the children can read a complete book independently. After they have read their books, the children meet in groups to reread and discuss them.



## Storytime

Storytime is an important part of the daily lesson plan throughout the year. The primary purpose of storytime is to expose children to quality literature and interesting content. In addition, this activity fosters listening and discussions, important language, comprehension, and critical-thinking skills.

For storytime in this unit, you will read selections from *The Illustrated Treasury of Children's Literature*. Specific stories and follow-up questions and ideas for discussion are provided. Also, suggestions for developing the relationship between reading and writing are given.

Storytime should be enjoyable. If the children seem restless or bored, go on to another activity and pick up the story later.

## Writing

There are two parts to writing: Independent Writing, in which the children work alone, in pairs, or in groups, and Seminar, in which they present their work for constructive comments from the class. In hundreds of classrooms this has proved to be the route to highly motivated writing, with children taking pride in developing and revising their productions into substantial classroom publications.

### Independent Writing

This unit introduces children to their first writing strategies: presenting ideas orally and drawing a picture to develop and focus those ideas for writing. These strategies help the writer work out ideas before writing. This leads to better writing and also makes writing easier.

As a preliminary step to independent writing, the class begins with group language-experience stories or charts, since these allow the children both to observe and to participate in the writing process.

Through this process children begin to realize that a story is a sequence of ideas about a topic. By seeing their contributions written down, they also learn that written words are records of spoken words.

Midway through unit 2 the children begin to write their own first story. For some children this may be only a picture or a picture with a label. Other children may attempt to write phrases or a sentence.

The children are not expected to use conventional spelling at this early stage. Encourage them to use their knowledge of phonics to invent their own spellings. Research tells us that this is the first step in the writing process and that to insist on correct spelling now will only inhibit children's writing. Children need to learn early the importance of getting their ideas down on paper. Revision and correction come later. As children's experiences with reading and writing grow, the transition from invented to conventional spelling will take place.

## Seminar

For the group stories, seminar consists of the children reading their contributions. Later in the unit, as children write their own stories, they can read them to the group. For some children this may mean nothing more than describing their pictures. Others may read their labels.

## Extending the Lesson

Extending the lesson includes ideas for enrichment, additional reading, and homework.

## Enrichment

In the enrichment section are optional activities designed to let the children think about the ideas in the lesson and apply them to other situations.

## Additional Reading

Listed here are readings suitable for an adult to read aloud to the children. The Selections are related to the stories the children have read or heard.

## Homework

Homework is assigned periodically and is followed up in the next lesson.



# Unit 2 Scope and Sequence

| Literature                                                                                            | Comprehension                                                                                                                                                             | Visual and Auditory Recognition                                                | Decoding                                                                                                                        | Word Meaning                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| At the Circus<br><b>Lesson 1</b><br>Teacher's Guide,<br>pages 80–90<br><b>Lesson 2</b><br>pages 91–97 | Using Background Knowledge                                                                                                                                                | Letter Names and Shapes Review: a–z                                            | /m/ Spelled m<br>/ē/ Spelled ē<br>Blending<br>Activity Sheet 1: /m/<br>/ē/ Spelled ee<br>/s/ Spelled s<br>Activity Sheet 2: /ē/ |                                                                                                                                                             |
| <b>Lesson 3</b><br>pages 98–107<br><b>Lesson 4</b><br>pages 108–114                                   |                                                                                                                                                                           |                                                                                | /t/ Spelled t<br>Blending<br>Activity Sheet 3: /t/, /s/<br>/h/ Spelled h_<br>Activity Sheet 4:<br>Initial Sounds                |                                                                                                                                                             |
| <b>Lesson 5</b><br>pages 115–123<br><b>Lesson 6</b><br>pages 124–133                                  | Storytime: Fiction<br>Drawing Conclusions [I]                                                                                                                             |                                                                                | Blending<br>Initial Consonants<br>Activity Sheet 5:<br>/m/, /t/, /h/<br>/sh/ Spelled sh<br>Activity Sheet 6: /sh/, /h/          |                                                                                                                                                             |
| <b>Lesson 7</b><br>pages 134–144<br><b>Lesson 8</b><br>pages 145–151                                  | Storytime: Folk Tale<br>Using Background Knowledge<br>Predicting Outcomes [I]<br>Making Comparisons [I]                                                                   | Activity Sheet 8:<br>Matching Rhyming<br>Picture Labels                        | /ē/ Spelled ea<br>Blending<br><br>/w/ Spelled w_<br>Initial Consonants and Vowels                                               | Homophones [I]<br>Activity Sheet 7:<br>Matching Words<br>with Pictures                                                                                      |
| <b>Lesson 9</b><br>pages 152–160<br><b>Lesson 10</b><br>pages 161–167                                 | Storytime: Poetry<br>Activity Sheet 9:<br>Drawing Pictures to<br>Match Sentences<br><br>Predicting Outcomes                                                               |                                                                                | /th/ Spelled th<br>Blending<br>Sight Words<br><br>Initial Consonants<br>and Vowels                                              | Homophones<br>Activity Sheet 10:<br>Matching Words<br>with Pictures                                                                                         |
| <b>Lesson 11</b><br>pages 168–176<br><b>Lesson 12</b><br>pages 177–183                                | Storytime: Realistic Fiction<br>Using Background Knowledge<br>Predicting Outcomes<br>Storytime: Folk Tale<br>Drawing Conclusions                                          |                                                                                | /l/ Spelled l<br>Blending<br>Sight Words<br><br>/r/ Spelled r<br>Initial Consonants                                             | Homophones<br>Matching Definitions<br>with Words [I]<br>Activity Sheet 12:<br>Matching Words<br>with Pictures                                               |
| <b>Lesson 13</b><br>pages 184–192<br><b>Lesson 14</b><br>pages 193–201                                | Predicting Outcomes<br><br>Storytime: Folk Tale                                                                                                                           | Activity Sheet 13:<br>Rhyming Words<br><br>Activity Sheet 14:<br>Rhyming Words | /f/ Spelled f<br>Blending<br><br>/d/ Spelled d<br>Initial Consonants<br>and Vowels                                              | Homophones                                                                                                                                                  |
| <b>Lesson 15</b><br>pages 202–209<br><b>Lesson 16</b><br>pages 210–219                                | Storytime: Poetry<br>Using Background Knowledge<br>Activity Sheet 15:<br>Matching Sentences<br>with Pictures<br>Activity Sheet 16:<br>Matching Sentences<br>with Pictures |                                                                                | Blending<br>Final Consonants<br><br>/z/ Spelled z and _s                                                                        | Matching Definitions<br>with Words                                                                                                                          |
| <b>Lesson 17</b><br>pages 220–228<br><b>Lesson 18</b><br>pages 229–241                                | Storytime: Poetry<br>Using Background Knowledge                                                                                                                           |                                                                                | /ē/ Spelled e_e<br>Blending<br><br>Initial Consonants<br>and Vowels                                                             | Homophones<br>Activity Sheet 17:<br>Matching Words<br>with Pictures<br><br>Matching Definitions<br>with Words<br>Activity Sheet 18:<br>Completing Sentences |



**Key**

|   |              |   |                      |
|---|--------------|---|----------------------|
| I | Introduction | R | Review               |
| U | Upgrade      | M | Maintenance          |
| P | Practice     | D | Direct Teaching Only |

| Structural Analysis                      | Study and Research                                                         | Writing                          | Mechanics                                                                         | Listening and Speaking                                                                                |
|------------------------------------------|----------------------------------------------------------------------------|----------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
|                                          |                                                                            | Developing a Writing Goal: Topic | Punctuation: Period<br>Capitalization: Sentences<br><br>Writing Legibly           | Seminar                                                                                               |
|                                          | Alphabetical Order                                                         |                                  | Writing Legibly<br>Punctuation: Period<br>Capitalization: Sentences               | Seminar<br><br>Reading Fluently and Expressively [I]<br>Active Reading                                |
|                                          | Alphabetical Order                                                         | Developing a Writing Goal: Topic | Writing Legibly                                                                   | Reading Fluently and Expressively<br>Active Reading<br>Seminar<br>Storytime                           |
|                                          | Alphabetical Order                                                         |                                  | Writing Legibly                                                                   | Active Reading<br>Storytime                                                                           |
|                                          | Alphabetical Order<br><br>Learning Test Taking Techniques: Testing Formats |                                  | Writing Legibly                                                                   | Reading Fluently and Expressively<br>Active Reading<br>Storytime<br>Seminar                           |
|                                          | Alphabetical Order<br>Activity Order 11:<br>Alphabetical Order             | Developing a Writing Goal: Topic | Writing Legibly                                                                   | Active Reading<br>Storytime                                                                           |
| Contractions [I]                         | Alphabetical Order                                                         |                                  | Writing Legibly<br>Punctuation: Period<br>Capitalization: Beginnings of Sentences | Active Reading<br>Storytime                                                                           |
| Inflectional Endings                     |                                                                            | Developing a Writing Goal: Topic | Writing Legibly                                                                   | Active Reading<br>Storytime<br>Seminar                                                                |
| Contractions<br><br>Inflectional Endings | Alphabetical Order                                                         | Developing a Writing Goal: Topic | Writing Legibly                                                                   | Participating in Discussions<br>Active Reading<br>Storytime<br>Show and Tell<br>Storybooks<br>Seminar |



**Key**

I Introduction R Review  
 U Upgrade M Maintenance  
 P Practice D Direct Teaching Only

| Structural Analysis  | Study and Research                                                         | Writing                          | Mechanics                                                                         | Listening and Speaking                                                                                |
|----------------------|----------------------------------------------------------------------------|----------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
|                      |                                                                            | Developing a Writing Goal: Topic | Punctuation: Period<br>Capitalization: Sentences<br><br>Writing Legibly           | Seminar                                                                                               |
|                      | Alphabetical Order                                                         |                                  | Writing Legibly<br>Punctuation: Period<br>Capitalization: Sentences               | Seminar<br><br>Reading Fluently and Expressively [I]<br>Active Reading                                |
|                      | Alphabetical Order                                                         | Developing a Writing Goal: Topic | Writing Legibly                                                                   | Reading Fluently and Expressively<br>Active Reading<br>Seminar<br>Storytime                           |
|                      | Alphabetical Order                                                         |                                  | Writing Legibly                                                                   | Active Reading<br>Storytime                                                                           |
|                      | Alphabetical Order<br><br>Learning Test Taking Techniques: Testing Formats |                                  | Writing Legibly                                                                   | Reading Fluently and Expressively<br>Active Reading<br>Storytime<br>Seminar                           |
|                      | Alphabetical Order<br>Activity Order 11:<br>Alphabetical Order             | Developing a Writing Goal: Topic | Writing Legibly                                                                   | Active Reading<br>Storytime                                                                           |
| Contractions [I]     | Alphabetical Order                                                         |                                  | Writing Legibly<br>Punctuation: Period<br>Capitalization: Beginnings of Sentences | Active Reading<br>Storytime                                                                           |
|                      |                                                                            |                                  | Writing Legibly                                                                   | Active Reading<br>Storytime<br>Seminar                                                                |
| Inflectional Endings |                                                                            | Developing a Writing Goal: Topic |                                                                                   |                                                                                                       |
| Contractions         |                                                                            | Developing a Writing Goal: Topic | Writing Legibly                                                                   | Participating in Discussions<br>Active Reading<br>Storytime<br>Show and Tell<br>Storybooks<br>Seminar |
| Inflectional Endings | Alphabetical Order                                                         |                                  |                                                                                   |                                                                                                       |



## LESSON 1

# “At the Circus”

### Materials

Alphabet Flash Cards  
Wall Sound Cards: /m/ and /ē/  
Individual Slates  
Reading Skills Workbook, pages 1–2  
Activity Sheet 1

### Skills

#### Visual and Auditory Recognition

Letter Names and Shapes Review: a–z [P]

#### Decoding

Blending [I]

/m/ Spelled *m* [I]

/ē/ Spelled *ē* [I]

#### Comprehension

Using Background Knowledge [I]

#### Writing

Developing a Writing Goal: Topic [I]

#### Mechanics

Punctuation: Period [I]

Capitalization: Beginnings of Sentences [I]

#### Key to Skill Codes

[I] = Introduction

[P] = Practice



# 1. Phonics and Decoding

You will now begin to introduce sounds and spellings to the children. It is important to follow all the steps in the introduction of sound-spelling correspondences. The children must know these correspondences well in order to blend and read words successfully. It is essential that you keep track of those who are having difficulty and, right from the start, provide them with reteaching and extra practice in workshop. From time to time you will be reminded to notice such children. Besides, the workshop and remediation section of the lesson plans will give you specific reminders for reteaching.

Keep the pace of instruction lively, and actively involve as many children as possible. Doing so will help keep the class attentive and thus maximize learning. This is an exciting time for the children—they will be learning to read. Let them know that this is the goal and that you are excited about helping them reach it.

## Warm-up (5–10 minutes)

### Letter Names and Shapes Review: a–z

Use these beginning warm-up times to review the letter names and shapes taught in the getting-acquainted sessions. Concentrate on the last half of the alphabet, since the children have had fewer opportunities to review these letters.

### Alphabet Flash Card Drill

Provide a fast-paced drill of the letters of the alphabet by showing the Alphabet Flash Cards. Encourage the children to respond quickly as you show each card.

### Alphabet Song (optional)

Sing the "Alphabet Song" through a few times as you point to the letters. Have the children suggest letters to "sing their way to."

Notice any children who are having difficulty with alphabet drills and plan to give them extra teaching during workshop and remediation or at another time during the lesson.

## Oral Blending (5–10 minutes)

### Blending

Tell the children that later today they will read their first word. Explain that one of the things they will learn how to do as a part of learning to read is to put together sounds to make words. Remind them how they put together parts of words to make whole words in the getting-acquainted sessions. Now they are going to practice putting sounds together by listening and repeating what you say. Model the process by using the following words. First say the sounds separately. Then blend them together slowly. Finally, say each word naturally.

|                    |                      |
|--------------------|----------------------|
| /m/ /ē/ = m e = me | /s/ /ē/ = s ee = see |
| /b/ /ī/ = b y = by | /b/ /ē/ = b e = be   |

Sequence the sounds in the same words and have the children repeat the sounds. This time have the children try to blend the sounds to make each word. Give lots of help and encouragement.

Sequence the sounds in the following words. Either ask for whole-group responses or call on volunteers. Make sure the children repeat the sounds before blending the words.

|                      |                      |
|----------------------|----------------------|
| /h/ /ē/ = h e = he   | /h/ /ī/ = h i = hi   |
| /s/ /ā/ = s ay = say | /m/ /ā/ = m ay = may |
| /l/ /ī/ = l ie = lie | /m/ /ī/ = m y = my   |

Make up more examples if you need them. Use words with just 2 sounds. Be sure to model the correct response if the children are having any difficulty.

Notice any children who are having difficulty with oral blending and plan to give them extra teaching in workshop.



## New Sounds and Words (10–15 minutes)

### /m/ Spelled m and /ē/ Spelled e

The techniques for introducing the sounds and their spellings with Wall Sound Cards will be set forth in some detail for the first lessons. Thereafter you will be referred to techniques that have been previously explained.

#### Wall Sound Cards

There are 44 cards. Each of 43 cards contains the spelling or spellings of a certain sound. Except for the alphabet block cards (for the long vowels) and the last card (the Signals card), each card pictures a situation in which the sound is being produced. These action-sound associations, rather than object-sound associations, help the children remember the sounds actively.

We suggest posting the 44 cards face to the wall in order. The first 26 show alphabetical order and should be posted in a single line above the front chalkboard. The rest may be hung either in a single line continuing from the /z/ card or in a double or triple row near the first 26. You must be able to touch the cards with a pointer, and every child must be able to see each card easily. As you introduce its sound, you will turn that card around.

If you prefer, hang all the cards facing forward, with the pictures and spellings covered with heavy paper. Then, as you introduce each sound you simply uncover the card.

Some teachers like to post the cards face forward, uncovered. They believe that children make connections just by seeing the cards. Special devices on the Wall Sound Cards will be highlighted and discussed in this guide as you come to them.

#### The Sound /m/ and Its Spelling m

Have the children sit on the floor by the chalkboard, with their individual slates. Tell them that they are going to learn their first sound and its spelling. Indeed, they are going to learn many sounds and spellings so they will be able to read and write.

DIRECTIONS FOR INTRODUCING SOUNDS AND SPELLINGS

You introduce sounds and spellings using the *see-hear-say-write* technique. These same steps will be used whenever a new sound or spelling is taught.

1. Turn around or uncover the wall sound card for /m/ so the children can see both the picture and its spelling. (*see*)
2. Read the first part of "Lisa's Birthday Surprise." (*hear*)

It was Lisa's birthday, and 9 of her friends were at her house for a birthday party. After Lisa opened her gifts, her friends admired the set of hand-carved alphabet blocks that Lisa's mom and dad had given her for her birthday.

No one but Lisa bothered to count the blocks. "Five blocks are missing," she said. "I wonder where they are."

"Don't worry about the missing blocks," said Lisa's mom. "You and your friends will find them. Right now it's time for ice cream."

Lisa's mom gave each boy and girl a big ice-cream cone. Lisa licked her **ice cream** and said, "/m/! [pause], /m/!"

3. Write the spelling *m* on the board. Have the children say /m/ with you. Then have them write with you on their slates.
4. Identify the wall sound card for /m/ as Ice Cream and have the children repeat the name. (*say*)
5. Say that the letter *m* makes the sound /m/ that we hear at the beginning of the words *monkey*, *mother*, and *man* and at the end of the words *ham*, *him*, and *game*. Ask the group to think of other words that begin and end with the sound /m/.
6. Have the children name the spelling (*m*) and the sound (/m/).

7. Write a capital *M* on the board. Ask what sound it makes. [/m/] Ask or remind the children when we use a capital letter. [for an important name and at the beginning of a sentence] Say that capital and small letters make the same sound.
8. Reinforce the association between the sound of the letter and its shape by having children go to the chalkboard in groups of 5 or 6 to write the letter *m*. Follow the writing system used by your school or Open Court's System, described in Appendix 2. Remind the children at the board to name the letter and say its sound. The others should write on their slates. Letters should be proofread according to the usual procedure, described in Appendix 2.

If some of the children still have trouble forming letters independently, draw large *m*'s for them to trace over. (*write*)

9. Quickly review the spelling, the sound, and the name of the card.

It will not be necessary to send the children to the board to practice writing the letters after the first 5 to 10 lessons. Using the individual slates, with you modeling at the board, ought to provide enough practice.



### The Sound /ē/ and Its Spelling ē

Tell the children that they are going to learn their second sound and spelling. Proceed through these steps:

1. Adjust the wall sound card for /ē/.
2. Read the next segment of the story.

Lisa kept munching her ice-cream cone until it was almost gone. When she was about to take the last bite, she said, "Something's in the bottom of my cone. It's a note."

The note said, "Look near your slippers. You won't find feet."

Lisa ran to her room and looked under her bed. Next to her slippers was a large wooden block. On the block was the letter *E*. Lisa had found **Block E**: /ē/ [pause], /ē/.

3. Write the spelling ē on the board and refer to it as "e mark." Have the children repeat the spelling. Have them say /ē/ with you.
4. Name the wall sound card as Block *E* and ask the children to repeat the name. (The children will need to learn the names of all the cards.)
5. Tell the children that the letter *e* can say its own name and that it's the sound they hear at the beginning of words like *eat*, *eagle*, and *even* and at the end of words like *he*, *me*, and *see*.
6. Have the children name the spelling (ē) and the sound (/ē/).

7. Remind them that capital and small letters make the same sound.
8. Reinforce the association between the sound of the letter and its spelling by having groups of 5 go to the board and write the spelling "e mark" for the sound /ē/. The others, as usual, should write on their slates. Remind everyone to put in the mark. Proofread all work. Quickly review that "e mark" says /ē/.
9. Review the spelling, sound, and name of the card.

If you have uncovered the other spellings of /ē/ on the card, tell the children that "e mark" is just one spelling for the sound /ē/ and that they will be learning the others later.

### Blending

The techniques used for sounding and blending words should be followed very carefully. Be sure to write with 2 colors of chalk—a bright color such as orange for vowels and white for consonants. Learn to use both colors in one hand. Some teachers find it helpful to tape the 2 pieces of chalk together. Others prefer to use 2 chalkholders, with the butt of each holder enclosed in the palm of the hand. Place the white chalk between the thumb and the index finger; the orange chalk between the knuckle of the index finger and the next finger. Have the children write with you by using their slates.

#### DIRECTIONS FOR BLENDING SOUNDS INTO WORDS

1. Tell the children that they are going to read a word made up of the 2 sounds they have just learned: /m/ and /ē/. Write the letter *m* in white chalk and have the children say its sound with you. Then cover it (with your free hand).
2. Write *ē* in orange to the right of the *m* and have the children say its sound, /ē/. Uncover the *m*, run the sounds together slightly, and blend them into the word *me*. Slide your hand beneath the letters as you blend them. Use the word in several sentences, pointing to yourself to explain the meaning of *me*. Ask volunteers to use the word in a sentence. Slide your hand under the word and have the class read it.
3. Have several children go to the board to write *me* as they sound and blend it. The others should write on their slates. Proofread as usual. (Even when the children come to practice on their slates instead of going to the board, you should model writing the words at the board.)

Early blending drills can be very frustrating. At the beginning you must take the lead almost constantly until leaders in the class take over. Be patient. Preliminary work in oral blending should be helpful. Remember that progress, not instant mastery, is the goal.

### Workbook page 1

#### Sounds and Spellings (10 minutes)

##### Reinforcing /m/ Spelled *m* and /ē/ Spelled *ē*

The children should be at their seats to work in their workbooks.

1. Have the children open their workbooks. Review in turn the name, sound, and spelling of each of the 2 wall sound cards pictured.
2. Ask the children to trace and then write the letters. Have them name the letters and the sounds they represent.
3. Circulate to check the work.

Sounds and Spellings



m



ē

m    \_ \_ \_
ē    \_ \_ \_

Name \_\_\_\_\_

1

## Workshop and Remediation

For the first 10 lessons, the workshop section of this guide gives only practice activities for reteaching or reviewing material presented in a particular lesson or in previous ones. No specific suggestions for small-group activities are listed. During these 10 lessons, the children should be encouraged to work independently on practice activities by lesson 11, when you will begin to work with small groups or individuals.

The first few minutes of every workshop are for demonstrating and going over all assigned activities—activity sheets, games, drills, art activities. This is very important. Workshop will not run smoothly unless the children know exactly what to do.

### Practice Activities (30–45 minutes)

**Activity Sheet 1: Reviewing the Sound /m/** Go over the sheet with the children to be sure they know exactly what to do.

**"Me" Pictures** The children draw self-portraits with the word *me* as the caption.

### Activity Sheet 1

Name \_\_\_\_\_

Print the letter m when the name of the picture begins with the sound /m/.



m



m



m



m



m



m

m

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## 2. Reading

Workbook page 2 (10 minutes)

### Using Background Knowledge

1. Have the children open their workbooks. Tell them that they are going to read a story called "At the Circus," in parts. This is the first part.
2. Have the children look at the picture and tell what they know about the circus.
3. Have them read aloud what the clown is saying.
4. Have them practice writing the new sounds and spellings at the bottom of the page. Circulate and help the children proofread their work.

### Story Sequence: At the Circus



me

m m m

e e e

me me me me

2

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## 3. Storytime (optional)

No specific selections are assigned for lessons 1–5. You will probably need the time to establish routines with the group. If your schedule allows, read a story of your choice to the class. Pause to allow the children to comment freely.

# 4. Writing

Throughout the first grade, the children will be writing independently on self-chosen topics nearly every day. (See Appendix 2 for a detailed discussion of writing in the first-grade program.) As a preliminary step to independent writing, we suggest beginning with group-experience stories or charts, since these allow the children both to observe the writing process and to participate in it. With everyone contributing, group stories may not have the characteristics of a real story but may be more accurately seen as a collection of ideas focused on a given theme.

In lessons 1–5, the class will write experience stories or charts. It is impossible to say precisely how many stories can be written during these lessons. Some classes may write a group story each lesson; others may take 2 or 3 lessons to complete one. We suggest writing 2 stories during the 5 lessons. The sequence is (1) choosing a topic; (2) the children contributing ideas as you write the story; and (3) reading and rereading the story. We will outline the complete sequence in this lesson. For many groups "Choosing a Topic" will take a day. The remaining lessons will be spent writing and rereading the story. Adapt the schedule to fit the needs of your class.

## Choosing a Topic (5–10 minutes)

### Developing a Writing Goal: Topic

1. Tell the children that you are going to write a story together. Show them the chart paper you will be using.
2. Ask what you need to know to begin to write. If no one suggests knowing what to write about—a topic—mention this yourself. Tell the children that when they write their own stories they will need to think of things they want to write about.
3. Ask for topic suggestions. Remind the children that since this is a group story, they must agree on a topic.
4. Write down all suggestions. If your class doesn't have any topic suggestions, be prepared to suggest some interesting ones yourself. They might include the following:

Our Pets  
 What We Did This Summer  
 A Trip to \_\_\_\_\_  
 Our Favorite Things

5. Discuss the topics and decide on one that interests your class. Write the title on the chart paper.

Jot down the topic choices that weren't chosen. These may be good ideas for future stories.

### Writing the Story (10–15 minutes)

#### Punctuation and Capitalization

1. Ask for contributions. If the children are reluctant, you may need to get the group started.
2. Repeat each child's words as you write them. Touch each word as you reread. A goal of group stories is to build important speech-to-print concepts. Explicitly point out the words, the spaces between words, and the print conventions that mark sentences: a capital letter at the beginning and a period at the end.
3. If a child is unclear or if you think he or she could say "a little more," ask for clarification or expansion.
4. Reread what you have written after each child contributes. Be sure to slide your hand under the words as you read.

### Seminar (5–10 minutes)

1. Reread the entire story. Be sure to run your hand under the words as you read so that the children can follow along. If you have any long or unusual-looking words in the story, you may want to point them out.
2. Help the children read their parts of the story.
3. You may want to have the children count the words in a given sentence. This will help build the concept of *word*—an important concept for beginning readers and writers.

It is important for the children to get into the habit of listening to and sharing their writing with one another. Insist from the start that they listen and respond politely. Tell them that an important part of writing is sharing what we write with others, and stress how important it is for us to listen to one another. Explain that if they have a question about what someone has said, they should raise their hand and then ask their question.

## 5. Extending the Lesson

Have the children illustrate the group story. Post the story and illustrations so the children can read it themselves.

## Looking Ahead

Duplicate activity sheet 2.



# “At the Circus” (continued)

## Materials

Letter Response Cards  
 Wall Sound Cards: /ē/ and /s/  
 Reading Skills Workbook, pages 3–4  
 Activity Sheet 2

## Skills

### Decoding

Blending [P]  
 /ē/ Spelled ee [I]  
 /s/ Spelled s [I]

### Mechanics

Capitalization: Beginnings of Sentences [P]  
 Punctuation: Period [P]  
 Writing Legibly [I]

### Key to Skill Codes

[I] = Introduction      [P] = Practice

# 1. Phonics and Decoding

## Warm-up (5–10 minutes)

### Review of Sounds and Spellings

With this lesson you will begin the important work of reviewing sounds and spellings. With a pointer, touch the picture on the /m/ wall sound card. Ask the card's name. [Ice Cream] Touch the /ē/ card. Ask its name. [Block E]

Ask the children to say each sound. Touch the spelling portion of each card, being certain not to touch a particular spelling on it.

Finally, point to the particular spellings—"m" and "e mark"—and have the children name them.

### Letter Response Card Drill (optional)

To review the letters and alphabetical order, call for a drill with the Letter Response Cards. You may vary it by asking the children to show you the letter before or the letter after the letter you say. Keep up a quick pace.

Notice any children who can't keep up or who don't know the letters. Meet with them during workshop.

## Oral Blending (5–10 minutes)

### Blending

1. Review blending words with just 2 sounds. You may use the words from lesson 1 (*me, by, see, be, he, say, lie, hi, may, my*) or make up new ones.
2. Tell the children to listen carefully as you blend 3 sounds together to make a word. Model the process for the children.

/f/ /ē/ /t/ = f ee t = feet

/h/ /ī/ /d/ = h i de = hide

/k/ /ā/ /k/ = c a ke = cake

/m/ /ā/ /l/ = m ai l = mail

3. Using the same words, sequence the sounds for the children to blend. Have them repeat the sounds and blend each word.
4. Sequence the sounds in the following words and have the children blend the words. Either ask for a whole-group response or call on volunteers.

/sh/ /ē/ /p/ = sh ee p = sheep

/m/ /ū/ /l/ = m u le = mule

/p/ /ā/ /l/ = p ai l = pail

/t/ /ē/ /th/ = t ee th = teeth

/g/ /ā/ /v/ = g a ve = gave

/b/ /ōō/ /t/ = b oo t = boot

## New Sounds and Words (20 minutes)

### Reinforcing /ē/ Spelled ee and /s/ Spelled s

#### The New Spelling ee for the Sound /ē/

1. With the children at the chalkboard, point to the Block E wall sound card and ask the children to name it. Point to the "e mark" spelling and ask the children to name it. Point to the ee spelling on the card and explain that this spelling also says /ē/. Say, "When you see 'double e,' you say the /ē/ sound only once, even though there are two e's in the spelling 'double e.'"
2. Write the spelling ee on the board and refer to it as "double e." Have the children name the spelling and say its sound.
3. Reinforce the association between the sound and its spelling by having a group of children go to the board and write the ee spelling. Now have 2 groups of children go to the board. Ask one group to write the "e mark" spelling and the other the "double e" spelling. Remember to have the others write on their slates and to have all the work proofread. Ask the children what each spelling says. [/ē/] Reinforce the idea that they have learned 2 spellings for 1 sound.

#### The Sound /s/ and Its Spelling s

1. Adjust the wall sound card for /s/.
2. Review the story by reminding the children that in the last episode Lisa had found Block E. Then read the next part.

"Finding the Block E was easy," said Lisa. "I wonder where we'll get clues to help us find the other 4 blocks."

Pete turned the Block E over. "A note is taped to the bottom of the block," he said. "Let's see what it says."

The note said, "Go to a building that has many stories."

"Lots of buildings downtown have many stories," said Lisa's dad. "I'll get the car and drive the two of you downtown."

Lisa's dad backed the car out of the garage, and Lisa and Pete ran to get into it. Just as they got to the car, Lisa looked down and saw that her dad had run over a board with a nail sticking out of it. The nail had made a hole in the tire. As the air came out of the tire, it made a hissing sound: /s/ [pause], /s/ [pause]. Soon they had a **flat tire**.

3. Write the spelling s on the board and have the children say its sound with you. Name the wall sound card for /s/: Flat Tire. Have the children repeat the card's name and encourage them to associate the /s/ with the sound made by a punctured tire. Tell them that this is the sound heard at the beginning of the words *sun*, *see*, *seat*, and *seven* and at the end of the words *miss*, *dress*, and *eats*. Ask them to name other words that begin and end with this sound. Say that they will learn the other spellings for /s/ later.
4. Reinforce the sound-symbol association by having groups of children write the s on the board as they name the spelling and say its sound. The others should write with them on their slates and also say the sound. Be sure to have all writing proofread.



### Blending

Tell the children that they are going to learn their second word. Make sure all eyes are on the board.

1. Using white chalk, write *s* and have the children say its sound. Cover the *s* with your other hand. Using orange chalk, write *ee* next to the *s* and have the children say its sound. Uncover the *s*, run the sounds together slightly, and blend them into the word *see* with the children. Slide your hand under the word as you blend it. Read the word together a few times.
2. Use the word *see* in a sentence, such as *I see the bird in the tree*. (Do not write the sentence on the board.) Ask volunteers to use the word *see* in other sentences.

Your and the children's use of words in illustrative sentences is an important aspect of the comprehension and vocabulary development in the first-grade program. It should not be skipped.

3. Have a group go to the board to write *see*, sounding and blending it as they write. Ask the others to write the word on their slates. Proofread the work on the board, giving the writers a chance to correct their errors first. Praise the children for their work. Then reread the words written on the board.

## Oral Language

### Introducing the First Sentence: *See me*.

#### Capitalization and Punctuation

Tell the children that they are going to put together the 2 words they have learned to write a sentence. Do not define *sentence*. The children will come to know what a sentence is as they read and write more of them.

1. Using white chalk, write this sentence on the board: *See me*. Have the children say each sound and blend each word with you. Slide your hand beneath the sentence and have several children read it. Have the whole class read it. Make sure the children are looking at the board. Even though this is quite simple at this point, the children should realize that they are reading the words. This becomes crucial when they are reading more words.
2. Tell them that what you have written is a sentence: *See me*. Explain that the capital letter shows where the sentence begins and the period shows where it ends.
3. Have several children go to the board to write the sentence. Let each child read his or her own sentence aloud and correct any mistakes before the others in the group proofread. Remind these children that errors should be circled and corrected above or beside the circle. As usual, the seated children should write and proofread on their slates.
4. Ask individuals to read the sentence. Then help them extend it by asking "Where?" or "When?" or "Doing what?" You may need to model what you want before the children are ready to do it on their own. (For example, say, "See me, where? See me at school. See me, when? See me now. See me, doing what? See me reading.") Sentence extension activities are an important aspect of the comprehension strand in the first-grade program and should not be omitted.

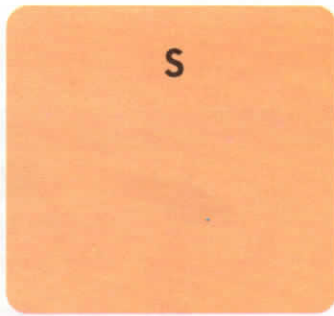
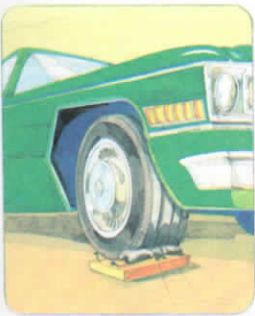
## Workbook page 3

### Sounds and Spellings (5 minutes)

#### Reinforcing /ē/ Spelled ee and /s/ Spelled s

1. After the children open their workbooks, review the names, sounds, and spellings of the 2 wall sound cards shown.
2. Ask the children to trace the s and to copy it twice. Do the same for ee. Remind them to name each spelling and sound. Circulate to give help as needed.

#### Sounds and Spellings



s \_\_\_\_\_ ee \_\_\_\_\_

Name \_\_\_\_\_

3

## Workshop and Remediation

### Practice Activities (30–45 minutes)

**Activity Sheet 2: Reviewing the Sound /ē/** Go over the sheet with the children to be sure they know exactly what to do.

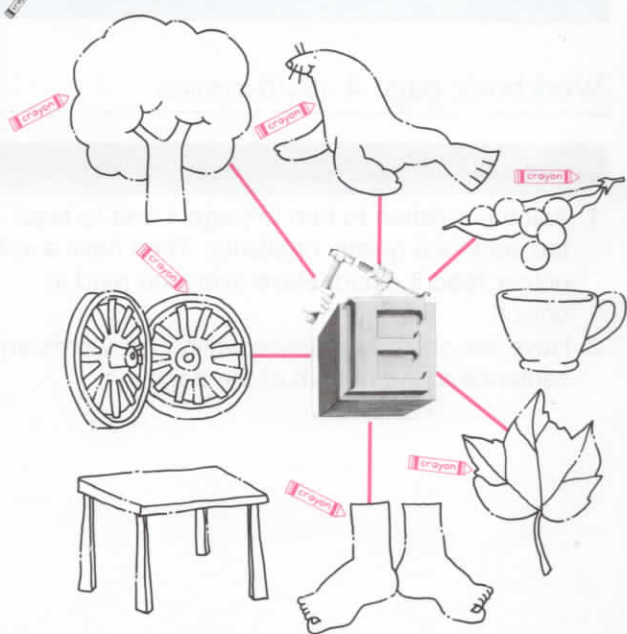
#### Activity Sheet 2

Name \_\_\_\_\_

Say the word that names each picture.

Draw a line from the **E** to each picture whose name has the sound /ē/ in it.

Then color the **ē** pictures.



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**See me Sentence Extension with Picture** Use the following procedure to direct the children to print and extend their first sentence, *See me*. First, have them print the sentence on the left side of a sheet of paper. Have them circle the period to show both that the sentence is now unfinished and that they are about to add more to it. Explain that the period should be at the very end of the sentence. Finally, have them draw a picture that extends the sentence.

Afterward have each child say his or her extended sentence to a classmate. Hold a whole-group session in which everyone shows and says the extended sentence to the group. Post the sentences or have the children take them home. (An example of an extended sentence is a picture of a person running. The sentence the child says may be *See me run*.)

## 2. Reading

Workbook page 4 (5–10 minutes)

### Writing Legibly

1. Ask the children to turn to page 4 and to read the sentence quietly or silently. Then have a volunteer read it aloud. Have everyone read in unison.
2. Have the children practice writing the words and sentence at the bottom of the page.

### Story Sequence



See me.

see see

See me.

See me.

See me.



### 3. Storytime (optional)

---

If time allows, read a story of your choice to the class.

### 4. Writing

---

#### Writing the Story (15 minutes)

Follow the procedure described in lesson 1 to continue or begin writing the children's contributions to the group story.

### Looking Ahead

---

1. Duplicate activity sheet 3.
2. Individual Sound Cards will be introduced in lesson 3.
3. (optional) For the homework assignment in lesson 3, prepare a sheet of paper with writing guidelines at the bottom. Write the sentence *See me* in broken lines at the bottom. Duplicate the sheet so that each child will have a copy.
4. Have white and colored chalk on hand to write word lines on the board. You will need both throughout the first-grade program.

# “At the Circus” (continued)

## Materials

Wall Sound Card: /t/  
Reading Skills Workbook, pages 5–6  
Activity Sheet 3  
Individual Sound Cards

## Skills

### Decoding

Blending [P]  
/t/ Spelled t [I]

### Mechanics

Capitalization: Beginnings of Sentences [P]  
Punctuation: Period [P]  
Writing Legibly [P]

### Study and Research

Alphabetical Order [P]

### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5–10 minutes)

### Wall Sound Card Drill

Review the names of the 3 wall sound cards that the children have already learned. Touch the picture of the /m/ card, the /ē/ card, and the /s/ card. Ask the children to name the pictures (the cards). [Ice Cream, Block E, Flat Tire]

Touch the spelling portion of each card and ask the children to say the sound. [/m/, /ē/, /s/]

Point to particular spellings and have the children name them. [e mark, double e, m, s]

### Alphabet Flash Card Drill (optional)

If many children still do not know letter names or if you think they would profit from extra practice, have a quick drill with the Alphabet Flash Cards.

## Oral Blending (5–10 minutes)

### Blending

1. Give the clues and sequence the sounds for the following words. Call on volunteers to respond. Model the first one for the children. Tell them that you are going to give them a clue for a word and the sounds that make up the word. They are then to think of the clue and blend the sounds to arrive at the word.

|                                     |                    |
|-------------------------------------|--------------------|
| What you do with food.              | /ē/ /t/ = eat      |
| Something to sit on.                | /s/ /ē/ /t/ = seat |
| Something you plant.                | /s/ /ē/ /d/ = seed |
| Not real.                           | /f/ /ā/ /k/ = fake |
| A measure of distance.              | /m/ /ī/ /l/ = mile |
| Something to wear to keep you warm. | /k/ /ō/ /t/ = coat |
| The opposite of stop.               | /g/ /ō/ = go       |

2. Sequence the sounds in the following words. Ask the children, "Who hears a word?" Call on volunteers to blend the word.

|                    |                    |
|--------------------|--------------------|
| /d/ /ā/ = day      | /b/ /ī/ /k/ = bike |
| /f/ /ē/ /d/ = feed | /w/ /ā/ /t/ = wait |
| /s/ /ā/ /f/ = safe | /g/ /ō/ /t/ = goat |
| /sh/ /ō/ = show    | /t/ /ā/ /p/ = tape |



## New Sounds and Words (10 minutes)

### /t/ Spelled t

1. With the children at the chalkboard, adjust the /t/ wall sound card.
2. To review the Lisa story ask what has happened so far. Read the next part.

Pete and Lisa went into the house to tell the others about the flat tire.

"I guess I'll never find the other 4 blocks," said Lisa sadly.

"Don't give up so quickly," said Mike. "We'll all help you. There must be a building with many stories near here. Let's all think." Lisa and Pete sat on the floor. Mike, Heidi, Jane, and Dave sat on the couch. José and Rosa sat in a big chair. Drew and Sue stood near the doorway.

The room was very quiet while they were thinking. The only sound that could be heard in the room was the ticking of the big, old grandfather's clock. The **ticking clock** made the sound /t/, /t/, /t/ [pause], /t/, /t/, /t/.

3. Write the spelling *t* on the board and have the group say /t/ with you. Tell them that this is the sound heard at the beginning of *teeth* and *top* and at the end of *cat* and *foot*. Ask them to name some other words that begin or end with the same sound if they can. Name the card for /t/ [Ticking Clock], and have the children repeat the name.
4. Have a group of children write the spelling *t* on the board while the others write it on their slates. Proofread the work on the board as usual, and ask the seated children to proofread theirs.

## Word Lines (20 minutes)

### Blending

Starting with this lesson (lesson 3), the very important work of blending sounds into words will be undertaken by the use of systematically arranged word lines that you build at the chalkboard or with an overhead projector as the children watch and participate. Word lines are multifunctional. They give the children important practice in blending words, introduce the words (including sight words) used in the stories in the first-grade program, and build comprehension and vocabulary through the sentence formation and extension activities that are part of the exercise.

Word lines are an extension of the techniques you have been using to introduce new sounds and spellings and to sound and blend sample words. You will continue to write with 2 colors—white and orange chalk (or black and red transparency pens)—including all diacritical marks and blanks.

The 2 word-line routines—left-to-right word building (LR) and whole-word word building (WhW)—are designed to teach the children how to blend words. Both routines are explained in this lesson. It is important to follow the steps carefully and to be thoroughly familiar with the techniques, which are described in detail below. These techniques will not be repeated in subsequent lessons except where the routine is slightly different. All word lines shown in this guide are reproduced on card stock for use in workshop; the cards are introduced in lesson 19.

# GUIDELINES FOR PRESENTING WORD LINES

1. The major cause of blending failure is failure to teach sounds and spellings thoroughly during the introduction of the Wall Sound Cards. It should *not* be necessary to interrupt word-line drill to reteach a sound-spelling. Do refer to the Wall Sound Cards if the children have difficulty with a particular sound or spelling.
2. Every child must be able to see the board or screen.
3. Word-line drills are to be done in unison. This provides a good model of blending for all the children to follow, enabling even the slowest to participate. But early drills can be frustrating. You will need to lead constantly until leaders in the group take over.
4. Watch to see whether any children are having trouble during word-line drill and plan to include them in small-group instruction during workshop.

The children should be seated in front of the chalkboard for word-line drill. Using 2 colors of chalk, build the following words at the board, with all the diacritical marks. Have the children sound and blend as you write.

LR 1. mē mee—  
mē meet

LR 2. see see—  
see seem

1. The following is a model for the steps in left-to-right word building. Line 1, above, will be used as an example.

- Step 1. Write in white the first spelling in the word (*m*), point to it, and say "Sound."
- Step 2. The children say the sound /m/. (You will need to say the sound with them in early drills.)
- Step 3. Write in color the next spelling (*ē*), point to it, and say "Sound."
- Step 4. The children say the sound /ē/.
- Step 5. Say "Blend" and make the blending motion—a sweep of the hand beneath the sounds, linking them left to right.
- Step 6. The children blend the word or partial word (*me*).

Now repeat steps 1–6 for each partial word in the line. Write the blank in white to indicate the partial (incomplete) word.

mē mee\_\_

- Step 7. Say, "Let's run the line," and make the blending motion under each word and partial word as the children blend (*me*, *mee\_\_*). For this lesson, have a child say the word *me* and use it in a sentence. Then have the sentence extended.
- Step 8. Say "Blend and hold." As the children say the partial word (*mee*), write the spelling for the missing sound /t/ on the blank, point to it, and say "Sound."
- Step 9. The children say the sound you've just written. [t]
- Step 10. Make the blending motion and say "Blend."
- Step 11. The children blend the word (*meet*). Let them be the first to give the word its normal pronunciation.
- Step 12. Ask a child to say the word and use it in a sentence. Then ask him or her to extend the sentence. Give help by asking an appropriate question about the sentence.

In the beginning you will want to have the children use each word in a sentence and have the sentence extended. Later on it will not be necessary to use every word in this way.

Repeat steps 8–12 for each partial word in the line. (You are now through with line 1 for this lesson.)

In left-to-right word building you write only 1 line on the board, but you do so in 2 stages. The 2 stages are printed as 2 lines in the lesson plan. After you've written an entire line of partial words, all sharing the same sound elements, you write the final letters in the blanks, in turn, to complete each word in the line. Notice that the blanks should be written in white (the consonant color), because they are not part of the vowel spelling but instead indicate that the word is incomplete.

- 2. Build line 2 by the left-to-right routine. Remember to have all words used in sentences and to have the sentences extended.
- 3. When the words are on the board, point to them at random and have the children read them. Have volunteers go to the board and, by giving them the following clues, have them erase the words. Call this activity the Detective game, because the children have to find the word based on clues.

In line 1, it rhymes with *seat*. [meet]

In line 2, it rhymes with *dream*. [seem]

Have the remaining words read and erased.



## Word-Line Sentences (5–10 minutes)

### Blending

Building sentences is the logical synthetic extension of word lines. This process helps the children move from word fluency to sentence fluency. Word-line sentences are developed with the children's participation. Early sentences will involve sounding and blending each word as you write it. As the children's skills develop, sentences may be written out more rapidly with less and less word building. Like the word lines, the word-line sentences shown in this guide are reproduced on card stock; the cards are introduced in lesson 12.

With the children at the chalkboard, build the following sentence at the board (using white chalk) or overhead (using a black transparency pen). Include all diacritical marks. Use the whole-word routine, described below, to build each word in the sentence.

Meet mē.

The main difference between *whole-word word lines* and *left-to-right word lines* is that there is no development of a pattern in the whole-word routine. Words are not partially blended. Rather, each word is put together completely as it comes up, sound by sound. Whole-word word building is exactly like the blending you have been doing for sample words in the first 2 lessons.

This is a model for the steps in whole-word word blending:

- Step 1. Write the spelling for the first sound of the word on the board (*m*) and say "Sound."
- Step 2. The children say the sound (/m/).
- Step 3. Write the spelling for the next sound in the word (*ee*) and say "Sound."
- Step 4. The children say the sound (/ē/). Note that you can blend through the vowel (*mee*) at this point before adding the next sound.
- Step 5. Write the spelling for the next sound in the word (/t/) and say "Sound."
- Step 6. The children say the sound (/t/).
- Step 7. Say "blend" as you make the blending motion.
- Step 8. The children blend the word (*meet*).

Follow the same procedure for the word *me*.

### Capitalization and Punctuation

1. After blending the sentence, ask about the use of the capital letter and period.
2. Have the sentence read in unison.
3. Ask a child to read and extend the sentence.
4. Call on another child to read the sentence again and then erase it from the board.

Word lines and word-line sentences can be used as a handwriting exercise. Rather than having the words and sentence(s) erased, have the children copy them on writing paper. These papers can be sent home for the children to read to their parents.

## Workbook page 5

### Sounds, Spellings, and Words (5 minutes)

#### Reinforcing t/ Spelled t

1. Have the children review the name of the picture (Ticking Clock) and the sound of the letter *t*. [/t/]
2. Ask them to trace and copy the letters and words on the page. Remind them to sound and blend as they write. Circulate to check their work, and remind them to proofread.



Decoding

### Sounds, Spellings, and Words

t

t t t  
T T T  
m M  
meet  
meets

Name \_\_\_\_\_

5

## Workshop and Remediation

### Practice Activities (30–45 minutes)

#### Activity Sheet 3: Reviewing the Sounds /t/ and /s/

Go over the sheet with the children to be sure they know what to do.

#### Individual Sound Card Drill—Level 1: Naming

**Pictures** Introduce the Individual Sound Cards to the whole group and show everyone how to use them for a level 1 (naming pictures) drill. Here the leader flashes pictures as a partner (or partners) names them (the wall sound card names). The faster the pace, the better the drill.

**Picture Sentence Extension** Have the children write *Meet me* at the top of a sheet of drawing paper and then extend the sentence by illustrating "where?"—for example, at the park, at school, at home, by the swings. You should save some time so that the children can share their picture-extended sentences.

#### Activity Sheet 3

Name \_\_\_\_\_

Print the letter *t* when the name of the picture begins with the sound /t/.

Print the letter *s* when the name of the picture begins with the sound /s/.



t



s



s



s



t



s



t



t



s



s



s



t

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## 2. Reading (5–10 minutes)

### Workbook page 6

1. Have the children read the sentence silently.  
Then call on volunteers to read aloud.
2. Have another child retell what is happening.

#### Writing Legibly

3. Have the children write the 2 sentences.

### Alphabet Review (5 minutes)

#### Alphabetical Order

1. On the bottom of page 6, have the children review the names of the small and capital *a* and *b*.
2. Have the children practice writing the letters.  
Then ask them to proofread their work. Give help if necessary.

This is the first of many exercises to review the alphabet. It offers a good opportunity to reteach the letters and their formation, if your class needs this kind of explicit instruction. For all the children the exercises provide much-needed practice in handwriting and alphabetical order.

#### Story Sequence



Meet me.

Meet me.

See me.

#### Alphabet Review

a

A

b

B

## 3. Storytime (optional)

If time allows, read a story of your choice to the class.

## 4. Writing

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### Seminar (15 minutes)

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Follow the procedures outlined in lesson 1 for writing and seminar.

## 5. Extending the Lesson

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### Homework

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Hand out sheets of paper at the bottom of which this sentence appears in broken lines on writing guidelines: *See me*. Help the children write their names on their papers. Ask them to find pictures that were taken of them when they were younger or to draw such pictures. They should each glue 1 or more pictures to the paper above the sentence and then trace the sentence. Have them bring their homework to the next class.

## Looking Ahead

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Duplicate activity sheet 4.

# “At the Circus” (continued)

## Materials

Wall Sound Card: /h/  
Reading Skills Workbook, pages 7–8  
Activity Sheet 4

## Skills

### Decoding

Blending [P]  
/h/ Spelled h\_ [I]

### Mechanics

Capitalization: Beginnings of Sentences [P]  
Punctuation: Period [P]  
Writing Legibly [P]

### Listening and Speaking

Reading Fluently and Expressively [I]

#### Key to Skill Codes

[I] = Introduction

[P] = Practice



# 1. Phonics and Decoding

## Warm-up (5–10 minutes)

### Wall Sound Card Drill

Review the 4 wall sound cards that you have taught. First, have the children name the cards. [Ice Cream, Block E, Flat Tire, Ticking Clock]. Next, have them say each sound [/m/, /ē/, /s/, /t/] while you point to the spellings. Finally, point to specific spellings and have the children name the spellings. [m, e mark, double e, s, t]

Notice any children who are not keeping up with the drill. Plan to help them during workshop or at another time during the day.

### "Alphabet Song" (optional)

If you think it would be beneficial, sing the "Alphabet Song" and have the children "sing their way to" various letters.

## Oral Blending (5–10 minutes)

### Blending

1. Review blending. Sequence the sounds in the following words and have the children blend each word. If they need it, give them a clue to the meaning of each word.
  - beak* (a bird's mouth)
  - meal* (breakfast, lunch, or dinner)
  - feel* (touch)
  - seat* (something to sit on)
  - team* (people who play together on one side)
2. Tell the children that now you are going to have them break a whole word down into its sounds—the opposite of what you have been doing. Model the process as follows. "I want to say *me*. The first sound is /m/. The next sound is /ē/." Have the class try to break down the word *me*. Ask them to name the sounds. Have the children give the sounds for these words:

go = /g/ /ō/  
 be = /b/ /ē/  
 see = /s/ /ē/  
 we = /w/ /ē/  
 day = /d/ /ā/  
 row = /r/ /ō/  
 by = /b/ /ī/

## New Sounds and Words (10 minutes)

### h Spelled h\_

1. With the children at the chalkboard, adjust the wall sound card for /h/.
2. Review the story by recalling that Lisa and her friends found a note that contained the clue for helping them find the next block. Ask someone to tell where the note told the children to look. [in a building with many stories] Then read the next part of the story.

"I know where there is a building with many stories near here," said José. "It's the library. The library has many books, and in those books are many stories."

"You're right," said Pete excitedly. "Let's try the library."

Pete, José, Sue, and Jane started off toward the library.

"We'll be right back to show you what we find," shouted Jane as they ran around the corner at the end of the street.

The 4 runners ran 2 blocks and took a shortcut across the baseball field to get to the library. The only time they stopped running was to see whether any cars were coming before they crossed a street. When they reached the library, they ran up the steps and through the door. They stood right in front of the librarian. All 4 of them tried to talk at the same time, but they couldn't say a word. They were so **out of breath** from running that all they could say was "/h/, /h/, /h/."

3. Write the spelling *h\_* and have the children say /h/ with you. (Be careful not to say "huh." The sound is breathed, not voiced.) Tell the children that this is the sound heard at the beginning of *house*, *horse*, and *hot*. Ask whether they can think of other words that begin with /h/. Name the card Out of Breath and have the children repeat the name. Tell them that the spelling is called "*h* blank." Explain that the blank after the *h* means that the spelling is always at the beginning of a word.
4. Have a group of children write the spelling *h\_* on the board while the others write it on their slates. Proofread as usual.

## Word Lines (10 minutes)

### Blending

1. With the children at the board, build the word lines using the whole-word blending procedure outlined in lesson 3. Be sure to write in 2 colors and to include all diacritical marks. Have the children say each sound as you write the spelling. After each word is blended, ask someone to use it in a sentence. Call on volunteers to extend the sentence.

WhW 1. hē mē

WhW 2. meet meets

2. When all the words are on the board, point to them at random and have the children read them.
3. Call on other children to go to the board to read and then erase the words.

## Word-Line Sentences (5 minutes)

### Blending

1. Using only white chalk (or a black transparency pen), build the sentence at the board. Include diacritical marks.

Hē meets mē.

### Capitalization and Punctuation

2. Review the use of the capital letter and period. Have the children read the sentence in unison. Then ask someone to read and extend it.
3. To review, ask another child to read and then to erase the sentence.

## Workbook page 7

### Sounds, Spellings, and Words (5–10 minutes)

#### Reinforcing h Spelled h

1. Have the children review the name, sound, and spelling for the Out of Breath wall sound card.
2. Have them trace and copy the bottom of the page. Circulate to provide help and to check the work. Be sure the children proofread.



Decoding

**Sounds, Spellings, and Words**

h \_

h \_ h \_

H H

he he

seem

meets

Name \_\_\_\_\_

**7**



## Workshop and Remediation

### Practice Activities (30–45 minutes)

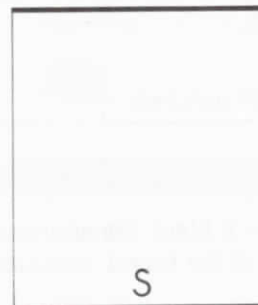
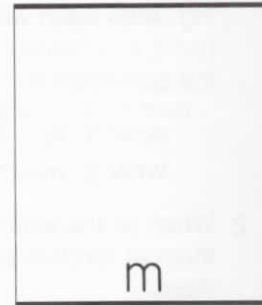
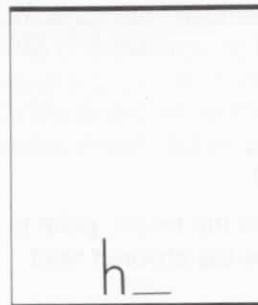
**Activity Sheet 4: Drawing Pictures with Beginning Sounds /h/, /m/, /s/, /t/** Go over the sheet with the children before asking them to work on it.

**Letter Recognition Game** Let the children play the Letter Match game, described in getting-acquainted session X.

### Activity Sheet 4

Name \_\_\_\_\_

Draw a picture of a word that begins with each sound.



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## 2. Reading

Workbook page 8

Active Reading (5–10 minutes)

Reading Fluently and Expressively

1. Have the children read the sentence silently. Then call on volunteers to read it aloud.
2. Have a volunteer tell what is happening.

Writing Legibly

3. Have the children practice writing the sentence in the space provided. Call on volunteers to tell how to begin a sentence (with a capital letter) and how to end a sentence (with a period).

**Teaching Tip** An extra writing line is provided on this workbook page. You may wish to have the children proofread the sentence they wrote on the first line and then write an improved version on this extra line. Or you may prefer to have them use the extra line to practice writing letters of the alphabet.

Alphabet Review (5 minutes)

Have the children name and then write the letters at the bottom of page 8. Remind them to proofread their work.

Story Sequence



He meets me.

Decoding

Alphabet Review

a b  
c C

Mechanics

8

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## 3. Storytime (optional)

If time allows, read a story of your choice to the class.

## 4. Writing

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### Seminar (15 minutes)

---

Follow the procedures outlined in lesson 1 for writing and sharing a group experience story.

## 5. Extending the Lesson

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### Homework

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Ask half the children to show their pictures and read their sentences from yesterday's assignment to the class. Ask them to extend the sentences by telling how old they were in the pictures and what they were doing at the time. Collect all the papers, separating those that have been shown from those that haven't. Tell the other half of the class that they will share their work the next day.

## Looking Ahead

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1. Duplicate activity sheet 5.
2. Have the Letter Response Cards on hand.
3. (optional) Be prepared to hand out homework sheets to those children who did not present their pictures and sentences this lesson.
4. (optional) You will be reading "The Tale of Peter Rabbit," by Beatrix Potter, in the lesson 7 story-time and rereading it in lesson 8. Select another Beatrix Potter story, such as "Two Bad Mice," "The Tale of Tom Kitten," or "Jemima Puddle-duck," from the school or local library to read to the children in lesson 8's extending the lesson.



# “At the Circus” (continued)

## Materials

Letter Response Cards  
Reading Skills Workbook, pages 9–10  
Activity Sheet 5

## Skills

### Decoding

Blending [P]  
Initial Consonants [P]

### Listening and Speaking

Reading Fluently and Expressively [P]

### Study and Research

Alphabetical Order [P]

#### Key to Skill Codes

[I] = Introduction      [P] = Practice

# 1. Phonics and Decoding

## Warm-up (5–10 minutes)

### Letter Response Card Drill

Review the letters and alphabetical order, using the Letter Response Cards introduced in the getting-acquainted sessions.

1. Have the children show each letter you name.
2. Have them show the letter after the letter you name.
3. Have them show the letter before the letter you name.

## Oral Blending (5–10 minutes)

### Blending

1. Review blending words from sounds.
2. Review breaking down words with 2 sounds.
3. Tell the children that today they are going to give the sounds for words with 3 sounds. Model the process as follows. Say, "The word I want is *meet*. The first sound is /m/. The middle sound is /ē/. The last sound is /t/. . . /m/ . . . /ē/ . . . /t/, *meet*."
4. Have the children practice by breaking down the word *meet*. Then ask them to give the sounds for these words:

feel = /f/ /ē/ /l/  
rake = /r/ /ā/ /k/  
sheep = /sh/ /ē/ /p/  
seat = /s/ /ē/ /t/  
cane = /c/ /ā/ /n/  
mile = /m/ /ī/ /l/

This is the last lesson in which we provide specific directions for oral blending. The children will have had plenty of practice blending words through their reading. If your class still needs oral-blending drills, you might continue to provide them as extra practice, especially with small groups during workshop.

## Word Lines (10 minutes)

### Blending

All the words having been introduced, this activity is a good review. You may omit it if you think your class does not need the extra review.

1. With the children at the board, build the word lines using 2 colors of chalk and including all diacritical marks. Have the children say each sound as you write the spelling. Don't forget to have each word used in a sentence and the sentence extended.

WhW 1. hē mē

WhW 2. see seem

WhW 3. meet meets

2. Point to the words at random and have the children read them.
3. Have the children go to the board to read and erase the words.

## Dictation (15 minutes)

### Taking Dictation

Dictation gives the children practice with sounds and words recently learned, helps them integrate new sound-spellings with those previously learned, and helps develop writing (and especially spelling) skills. Because dictation activities are intended to be practice and reinforcement exercises, the children must receive immediate feedback during the drill. Introduce the dictation format line by line, starting with line 1 in this lesson. Do not draw out the activity, although beginning dictations may be slower than subsequent ones. Dictation will initially be introduced at the board and the children will use their slates. Eventually, the children will take dictation in their workbooks.

### Line 1 (sounds alone)

The first line of dictation teaches the children to respond visually and kinesthetically to what they hear; it gives them a chance to be successful at an easy level of difficulty; and it teaches them to ask questions rather than to guess at answers. Dictate the following sounds by using the procedures described below.

/m/ /s/ /ē/ spelled ē /ē/ spelled ee

### DIRECTIONS FOR DICTATION:

#### Line 1 (sounds alone)

1. Draw 4 blanks on the chalkboard guidelines at a height the children can comfortably reach. Touch the first blank and ask a child to come to the board and write /m/ on this blank. Remember to say the sound, not the letter name.

#### Line 1 (sounds alone):

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2. This is a model for line 1.

Teacher: "First blank. Ready! Watch my mouth. Say /m/."

Child: "/m/."

Teacher: "What's the wall sound card for /m/? Check the card."

Child: "Ice Cream." (Teacher should point to the card.)

Teacher: "Write the spelling."

The child names the spelling (*m*) as he or she writes, and then says the sound (/m/). The other children write on their slates.

Proofread, giving the writer the first chance to check his or her work. Remind the proofreader to circle errors and write the correction above or beside the circle.



3. Go on to dictate /s/ by touching the second blank and following the same routine, asking for a volunteer to come to the board to write s on the second blank.

Teacher: "Second blank. Ready! Watch my mouth. Say /s/."  
Child: "/s/."  
Teacher: "What's the wall sound card for /s/? Check the card."  
Child: "Flat Tire." (Teacher points to card.)  
Teacher: "Write the spelling."

The child should name the spelling (s) as he or she writes, and then say the sound (/s/). The other children should write on their slates. Have all work proofread as usual.

4. Dictate /ē/ by asking for a volunteer to write ē (e mark) on the third blank. Follow the routine. *Note that because the sound has more than one spelling, you must direct the children to ask you which spelling to use.*

Teacher: "Third blank. Ready! Watch my mouth. Say /ē/."  
Child: "/ē/."  
Teacher: "What's the wall sound card for /ē/? Check the card."  
Child: "Block E."  
Teacher: "Ask me which /ē/."  
Child: "Which /ē/?"  
Teacher: "e mark. Write the spelling."

The child should name the spelling (e mark) while writing it, and then say the sound (/ē/). The others accompany by writing on their slates.

Proofread as usual. Be sure the children have written a macron over the e.

5. Dictate /ē/ by asking for a volunteer to write ee (double e) on the fourth blank. Follow the routine for "e mark," having the child repeat the sound, check the wall sound card, and ask you which spelling to write before writing the ee. The others should write on their slates. All work should be proofread as usual.

6. Review what is on the board by pointing to each correct spelling and asking the group to say the spelling, say the sound it represents, and name the wall sound card.

These routines will be used for all line 1 dictations. The complete dialogue will not be written out when line 1 is presented from now on.

Notice any children who seem to be having trouble with dictation and go over the routine again with them.

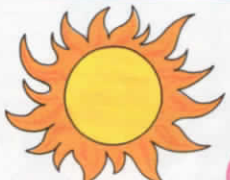
## Workbook page 9

### Word Study (10 minutes)

#### Initial Consonants

1. Introduce the format of the beginning sounds exercise. On the board draw a picture and the choices for the beginning sound of its name. Tell the children the name of the picture and ask them to match it to the beginning sound.
2. Go over the names of the pictures and tell the children they are to circle the beginning sound and then write the spelling in the space provided. Circulate to provide help and check the work.
3. Have the children complete the rest of the page by tracing and copying the words as usual. Remind them to proofread their work.

**Word Study**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <br><div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 5px;">h</div> <div style="margin-bottom: 5px;">m</div> <div style="border: 1px solid red; border-radius: 50%; padding: 2px;">t</div> </div> <div style="margin-top: 10px;"> <div style="border-bottom: 1px solid blue; width: 50px; text-align: center; color: red;">t</div> </div> | <br><div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 5px;">h</div> <div style="margin-bottom: 5px;">m</div> <div style="border: 1px solid red; border-radius: 50%; padding: 2px;">t</div> </div> <div style="margin-top: 10px;"> <div style="border-bottom: 1px solid blue; width: 50px; text-align: center; color: red;">h</div> </div> |
| <br><div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 5px;">s</div> <div style="margin-bottom: 5px;">m</div> <div style="border: 1px solid red; border-radius: 50%; padding: 2px;">h</div> </div> <div style="margin-top: 10px;"> <div style="border-bottom: 1px solid blue; width: 50px; text-align: center; color: red;">m</div> </div> | <br><div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 5px;">m</div> <div style="margin-bottom: 5px;">h</div> <div style="border: 1px solid red; border-radius: 50%; padding: 2px;">s</div> </div> <div style="margin-top: 10px;"> <div style="border-bottom: 1px solid blue; width: 50px; text-align: center; color: red;">s</div> </div> |

Decoding

me \_\_\_\_\_

he \_\_\_\_\_

---

meet \_\_\_\_\_

meets \_\_\_\_\_

---

see \_\_\_\_\_

seem \_\_\_\_\_

Handwriting

Name \_\_\_\_\_

## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 5: Reviewing the Sounds /m/, /t/, and /h/

**Matching Sentences with Pictures** Have the children choose a sentence from the story to write and illustrate. The pictures should be different from the one in the workbook.

### Activity Sheet 5

Name \_\_\_\_\_

Print the letter *m* when the name of the picture begins with the sound /m/.

Print the letter *t* when the name of the picture begins with the sound /t/.

Print the letter *h* when the name of the picture begins with the sound /h/.



t



h



m



t



m



t



h



m



h



m



t



t



## 2. Reading

Workbook page 10

### Active Reading (5–10 minutes)

#### Reading Fluently and Expressively

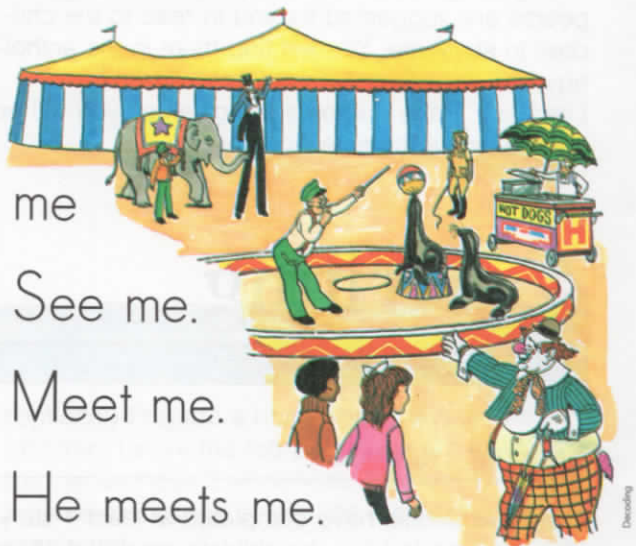
Have the class read the word *me* and the 3 sentences at the top of the page. Give as many children a chance to read as possible. Model fluent reading. Also have the word and sentences read in unison.

### Alphabet Review (5 minutes)

#### Alphabetical Order

Ask the children to trace the letters in each line and then copy them in the spaces provided. Remind them to proofread their work.

#### Story Sequence: Review



me

See me.

Meet me.

He meets me.

#### Alphabet Review

a b c

A B C

### 3. Storytime (optional)

---

If time allows, read a story of your choice to the class.

Beginning with lesson 6, specific stories and poems are suggested for you to read to the children in storytime. You will find them in the anthology *The Illustrated Treasury of Children's Literature*. Page numbers are given so you will be able to locate the selections easily.

### 4. Writing

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#### Seminar (15 minutes)

The class should have completed at least 1 story. Use this time to have the children read and share their contributions. If time allows, have them illustrate the story.

## 5. Extending the Lesson

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### Homework

---

Return the pictures and sentences to the children who have not yet had a chance to present them and ask them to do so now. Have them extend their sentences by telling what they are doing in the pictures and how old they were at the time. Collect and display all papers.

## Looking Ahead

---

1. Duplicate activity sheet 6.
2. Prepare a set of sound response cards for /m/, /ē/, /s/, /t/, /h/, and /sh/ for each child. Assign each child a number and write that number on the back of every card in his or her set. Each child will also need a container for the cards and a carpet square or mat. Also have on hand enough #12 rubber bands so that everyone can have 4 to put around his or her cards.
3. (optional) Prepare a homework sheet for the children. Leave the top part blank. On the bottom, write these 2 sentences, followed by a writing line across the page: *She meets me. He meets me.*



# “At the Circus” (continued)

## Materials

Wall Sound Card: /sh/  
 Sound Response Cards: /m/, /ē/, /s/, /t/, /h/, /sh/ (and Container)  
 Carpet Square or Mat  
 Reading Skills Workbook, pages 11–12  
 Activity Sheet 6  
*The Illustrated Treasury of Children's Literature*, pages 43–45

## Skills

### Decoding

/sh/ Spelled *sh* [I]  
 Blending [P]  
 Initial Consonants [P]

### Listening and Speaking

Reading Fluently and Expressively [P]

### Mechanics

Writing Legibly [P]

### Comprehension

Drawing Conclusions [I]

### Writing

Developing a Writing Goal: Topic [P]

### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5–10 minutes)

### Wall Sound Card Drill

Review the 5 wall sound cards introduced so far: Ice Cream, Block E, Flat Tire, Ticking Clock, Out of Breath. Point to each picture and have the children say the name of the card. Point to the spelling(s) and have the children say the sound. Finally, point to specific spellings and have the children name them. Do each card 2 or 3 times, keeping the pace rapid.

## New Sounds and Words (15–20 minutes)

### sh Spelled sh

1. With the children at the chalkboard, adjust the wall sound card for /sh/.
2. Review the Lisa story and read the next installment.

Pete was the first runner to catch his breath enough to speak. He started talking to the librarian. Soon all the others joined in. The librarian pointed around the room to signs that said "Quiet!" Then she handed Sue a book titled *Cowboy Joe at the Rodeo*.

Sue and Jane looked at the book cover and then handed the book to Pete and José. They tried to ask the librarian what Cowboy Joe or the rodeo had to do with finding missing alphabet letters, but she wouldn't let them talk in the library. She put her finger to her lips and said, "/sh/ [pause], /sh/ [pause]. **Be quiet!** /sh/!"

3. Write the spelling *sh* on the board and have the group say /sh/ with you. Tell the children that the letters *s* and *h* together say /sh/, which is the sound they hear at the beginning of *she*, *sheet*, and *sheep* and at the end of *fish*, *dash*, and *wish*. Let them try to think of other words that begin or end with the /sh/ sound. Tell them that *s* and *h* together never say /s/, /h/, but rather the special sound /sh/. (Many children may have difficulty remembering the special sound. Just keep reminding them that *sh* together says /sh/.) Point out that the name of the card is Be Quiet! and the spelling is *sh* (the letter names). (You might mention that the other spellings of /sh/ will be learned later.)
4. Have a group of children write the spelling on the board while the others write it on their slates. Proofread the work on the board and ask the seated children to proofread theirs.

### Word Lines (5–7 minutes)

#### Blending

1. Build the word lines, using 2 colors of chalk and including all diacritical marks. Remember to "run the line" after the partial words have been built and then complete the line. Have each word used in a sentence, and have each sentence extended.

LR shē shēe\_  
shē sheet

2. Call on volunteers to read and erase the words.

### Word-Line Sentences (5 minutes)

#### Blending

1. Using white chalk, build the sentence. Have the sentence read in unison. Then have a child read and extend it.

Shē meets mē.

2. Ask another child to read and then erase the sentence.

### Sound Response Card Drill (15–20 minutes)

#### Initial Consonants

Sound response-card drill is intended primarily to reinforce auditory-to-visual association. The children learn that what one hears is a sound and what one sees is a spelling. This differs from earlier drills in which Letter Response Cards were used and in which the children responded to letter names and alphabetical order. Sound response-card drill has 3 levels. Level 1 drill deals with sounds alone. Level 2 drill deals with sounds in position in words. Level 3 drill, which is used later in the first-grade program, deals with correct spellings of sounds in position in words. Level 1 and 2 drills are introduced in this lesson.

#### GRAY CARDS

##### Level 1 (sounds alone):

/h/ /t/ /m/

##### Level 2 (sounds at the beginning of words):

he take me table meet heel

GETTING READY FOR SOUND RESPONSE-CARD DRILL  
Each child should have 1 orange card, 1 yellow card, 1 white card, and 3 gray cards. For the first drill they will use only the gray cards. Have the children sort their cards by color and band each color together. They should then put their cards and extra rubber bands in the container you have provided. You are now ready for the training steps for sound response-card drill. These procedures need to be firmly established now to ensure smooth drills throughout the first-grade program.



# DIRECTIONS FOR SOUND RESPONSE CARD DRILL

## Level 1 (sounds alone)

1. Tell the children that they will be learning a new response-card drill using different cards. When you call for a sound response-card drill, they must do certain things.
2. Use your own set of Sound Response Cards to demonstrate. The following is a model of the technique:

Teacher: "When I say get ready for sound response-card drill, I want you to do the following things quickly and quietly.

- a. Put your carpet or mat on your desk.
- b. Get your response cards out of your desk.
- c. Open the container, take out the cards, and put each group in a row at the top of your carpet. I'll show you. (Demonstrate.)

Now get ready for sound response-card drill. What's first?"

Children: "Put the carpet on the desk."

Teacher: "Do it. Second?"

Children: "Get the container out of the desk."

Teacher: "Do it. Third?"

Children: "Put the groups in a row at the top of the carpet."

Teacher: "Do it."

Do not wait for everyone to get ready. Keep moving through the steps as soon as a few children are ready. The others will realize what's expected and join in. Ideally, the preparation should take seconds, not minutes.

3. Take the children through the following steps to get them ready for the drills for this lesson. (Remember, left-handed children should use the hand they are more comfortable with for showing and putting away the cards.)

## Color preparation

Teacher: "Pick up the gray cards in your left hand and pull the rubber band down around your wrist. Spread out the gray cards. Put away the other cards." (You may need to demonstrate.)

## Locator

Teacher: "Watch my mouth; touch /m/.  
Watch my mouth; touch /t/.  
Watch my mouth; touch /h/."

4. You are now ready for level 1 drill. Say, "When you hear me say, 'Ready,' hold your hand over the cards, ready to pick them up." Use the following dialogue:

Teacher: "Ready!" (Make sure the children's hands are in position. Remind them if necessary.) "Show me /t/. Look—Touch—Sound." (Demonstrate with /t/ card.)

Children: "/t/" (holding the card at arm's length, facing teacher, and saying the sound).

Teacher: "Show me /h/. Look—Touch—Sound."

Children: "/h/" (showing card).

Teacher: "Watch my mouth. Show me /m/. Look—Touch—Sound."

Children: "/m/."

5. Quickly repeat the level 1 drill by calling for the sounds in a different order.

Now you are ready to introduce the level 2 sound response-card drill—listening for sounds at the beginning of words. Follow this procedure.

DIRECTIONS FOR SOUND RESPONSE CARD DRILL

Level 2 (sounds in position in words)

Teacher: "Now I want you to listen for the sounds at the beginning of the words I say. Say each word after me; then show me the beginning sound and say it, just as you did before. Ready?"

Children: "Ready."

Teacher: "Say *he*."

Children: "He."

Teacher: "Look—Touch—Sound."

Children: "/h/" (holding out the card).

Teacher: "Say *take*."

Children: "Take."

Teacher: "Sound." (Drop the commands *look* and *touch* if the children can manage without them.)

Children: "/t/."

Continue with the rest of the words: *me*, *table*, *meet*, *heel*.

DIRECTIONS FOR PUTTING AWAY SOUND RESPONSE CARDS

Have the children put away their cards as follows. Tell them that they're going to put away their gray cards. They should put their right hand over the gray cards and have their left hand up so they can put the cards in the container as you name them. (Note: This procedure is in effect another drill. You might vary the "put away" procedure as you wish.)

Teacher: "Show me /m/. Sound."

Children: "/m/" (showing card with right hand).

Teacher: "Put it face down in your left hand. Show me /t/. Sound."

Children: "/t/."

Teacher: "Put it face down on top of the /m/ card in your left hand." (Continue until all gray cards are collected.) "Band." (Demonstrate how to pull the rubber band from the wrist to the cards.) "Put the gray cards away. Put away the container. Put away the carpet."

Notice any children who had difficulty following the sound response-card drill. Plan to work with them during workshop.

Here are several things to remember about sound response-card drill:

1. *Look* and *Touch* are training commands used to encourage the children to look and to sort, rather than just to grab; to keep early drills moving until the children are familiar with the routines; and to establish a cadence in the drill. The commands should be dropped as soon as possible, especially if the children respond well during the Show Me game. The *Sound* command always remains, because it gets all the children to respond at the same time and prevents copying.
2. Early drills may be ragged and somewhat confusing. Practice will smooth things out.
3. The drill is rapid. An entire one, from preparation to put away, should take no more than 10 minutes.
4. Don't stop to correct individual errors. Use this time for diagnosis, to assist you in forming small groups during workshop. If the whole class is in error, it is probably something you have done that does need to be corrected. For example, you may need to reteach a sound or you may have inadvertently said the wrong word.
5. Demonstrate whenever necessary to smooth out routines.

## Workbook page 11

### Sounds, Spellings, and Words (10 minutes)

#### Reinforcing sh Spelled sh

1. Review the wall sound card for /sh/. Ask the children to name the card, say the sound, and name the spelling.
2. Have the children trace and copy the letters and words. Remind them to sound and blend the words as they do so. Go over the page. Have volunteers read the words. Circulate to provide help and to check the work.

#### Sounds, Spellings, and Words



sh

sh sh

she she

sheet

he

see

Name \_\_\_\_\_

11



## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 6: Reviewing the Sounds /sh/, /h/

**Reading with a Partner** Have the children work in pairs to practice reading to each other the sentences (through lesson 6) from "At the Circus."

**Workshop Shelf** Remind the children that they may choose an activity from the shelf after they finish the assigned activities.

### Activity Sheet 6

Name - \_\_\_\_\_

Print the letters *sh* when the name of the picture begins with the sound /**sh**/.

Print the letter *h* when the name of the picture begins with the sound /**h**/.



sh



h



h



h



sh



sh



h



sh



sh



h



sh



h

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# 2. Reading

## Workbook page 12

### Active Reading (5 minutes)

#### Reading Fluently and Expressively

1. Have the children recall what has happened in the story so far in preparation for reading the new sequence.
2. Have them look at the picture. Ask them what appears to be happening.
3. Have them read the sentence silently. Call on volunteers to read it orally; then have it read in unison. Be sure the children understand that the clown is talking.
4. Have the children practice writing the sentence in the space provided.

**Note:** As in lesson 4, an extra writing line is provided on the last workbook page for lessons 6–16. You may wish to have the children proof-read the sentence they wrote on the first line and then write an improved version of the sentence on this extra line. Or you may prefer to have them use this line to practice writing letters, to write their names, or to write something else.

### Alphabet Review (3–5 minutes)

#### Writing Legibly

Have the children trace and then copy the letters *d* and *e* in the spaces provided. Remind them to proofread their work.

#### Story Sequence



She meets me.

#### Alphabet Review

d D  
e E

## 3. Storytime

"Two Happy Little Bears," Anthology  
pages 43–45 (15 minutes)

### Drawing Conclusions

Hold up your copy of *The Illustrated Treasury of Children's Literature* so everyone can see it. Say that you will be reading stories and poems from this book during storytime. Tell the children that the story you are going to read to them today is called "Two Happy Little Bears."

Read the story to the class. After reading the first paragraph on page 45, ask what Mother Bear is doing. (The children may be able to figure out that she is eating honey.) When you finish the story, have volunteers retell their favorite parts.

## 4. Writing

Independent Writing (15 minutes)

### Choosing a Topic

#### Developing a Writing Goal: Topic

In the next 5 lessons the class will write another story. This time the children will plan their contributions by drawing a picture. This step brings them closer to the independent writing that will follow soon. Five writing sessions have been scheduled to complete each story. You may need to adapt this schedule to fit the needs of your class.

1. Tell the children that they are going to write another group story, but that it will be done somewhat differently this time.
2. Discuss and choose a topic. Remind the children of shared class experiences as examples of good topics.
3. Tell the children that in the next lesson they will draw a picture to help them plan what they would like to contribute to the story. Let them brainstorm now about ideas for good story topics.



## 5. Extending the Lesson

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### Homework

---

Give each child a sheet of paper with these 2 sentences above a writing line at the bottom of the paper: *She meets me. He meets me.* Ask the children to draw a picture of themselves meeting someone they would like to know and then to write the appropriate sentence on the line at the bottom of the page.

## Looking Ahead

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1. Duplicate activity sheet 7.
2. The Sound Flash Cards will be introduced in lesson 7.

# “At the Circus” (continued)

## Materials

Wall Sound Card: /ē/  
 Reading Skills Workbook, pages 13–14  
 Activity Sheet 7  
 Sound Flash Cards  
*The Illustrated Treasury of Children’s Literature*,  
 pages 46–48

## Skills

### Decoding

/ē/ Spelled ea [I]  
 Blending [P]

### Word Meaning

Homophones [I]

### Comprehension

Using Background Knowledge [P]  
 Predicting Outcomes [I]  
 Making Comparisons [I]

### Mechanics

Writing Legibly [P]

### Study and Research

Alphabetical Order [P]

#### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5–10 minutes)

### Saying Sounds from Card Names

Say the name of a wall sound card (for example, Ice Cream). Have the children respond by saying the sound it represents (in this example, /m/). Go through all the cards you have presented.

### Saying Card Names from Sounds

Say the sound of each wall sound card (for example, /h/). Have the children respond by saying the name of the card (in this example, Out of Breath). Go through all the cards you have presented so far.

### Naming Spellings

Point to specific spellings on the wall sound cards that you have presented (for example, e mark). Have the children name each spelling.

Notice any children who are having difficulty with these drills and meet with them during workshop.

## New Sounds and Words (10–15 minutes)

### /ē/ Spelled ea

1. Tell the children that they will be learning a new spelling for the sound /ē/. Write the letters ea on the board and have the children say the sound with you. Tell the children that this spelling is called "ea" (the letter names). Have them repeat the name of the spelling.
2. Point to the wall sound card for Block E. Ask what the name of the card is. Have the children say the sound /ē/ as you point to each of the 3 spellings they have learned. Name the spellings "e mark," "double e," and "ea." Have children name the spellings.
3. Have the children go to the board in groups to write the spelling ea. The seated children should write it on their slates. Ask the children at the board to name the spelling and say its sound. Proofread as usual.
4. Send 3 children to the board. Have each one write a different spelling of /ē/, while the others practice on their slates. Have each child at the board name the spelling he or she has written and say its sound. Proofread.



### Word Lines (10 minutes)

#### Blending

1. Build the word lines, using 2 colors of chalk. After each word is blended, have a child use it in a sentence and have the sentence extended.

#### Homophones

To illustrate the meaning of the homophones *meet* and *meat*, in line 3, use sentences such as *Mom will meet me at school* and *Roast beef is meat*.

WhW 1. **heat**    **heats**

WhW 2. **sea**    **seat**

WhW 3. **meet**    **meat**

2. When all the words are on the board, point to them at random and have the children read them.
3. For review, have a volunteer go to the board and read a word. Let the rest of the class judge whether the word was read correctly. If it was, let the reader erase it. Continue until all the words have been erased.

### Word-Line Sentences (5 minutes)

#### Blending

1. Using white chalk, build the sentence at the board. Have it read in unison. Then have a child read and extend it.

Hē heats meat.

2. To review, have another child read and then erase the sentence.

## **Dictation** (15 minutes)

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### **Taking Dictation**

In this lesson you will be introducing the second line of dictation (sounds in position in words). The procedures are described in detail below. Remember that you will call on volunteers to write each sound on the board. The seated children will write on their slates. Proofread each spelling after it is written.

Draw 2 lines of 4 blanks each on the chalkboard.

### **Line 1 (sounds alone)**

1. Dictate 1 sound at a time for volunteers.  
/ē/ spelled ee /t/ /h/ /m/
2. Remember to have the volunteer repeat the sound and check the wall sound card before writing the spelling. When you dictate the spelling of /ē/, remind the child to ask you which spelling to write. Proofread.
3. Review the line, but don't erase it.

DIRECTIONS FOR DICTATION:

Line 2 (sounds in position in words)

This is a model of the technique for line 2 dictation:

1. Touch the first blank in the second line and ask for a volunteer to write the sound heard at the beginning of *see*. Say, "I see the man. *see*."

Teacher: (Volunteer is at the board.) "First blank. Ready. Watch my mouth. Say *see*."

Child: "See."

Teacher: "Say the beginning sound."

Child: "/s/."

Teacher: "Check the card (pointing to the card). Write the spelling."

Ask the child to name the spelling as he or she writes and then to repeat the sound. Have the others write on their slates. When the child at the board has finished writing, proofread as usual, letting the writer proofread first. Remind the seated children to proofread their work.

2. Touch the second blank in the second line and ask for a volunteer to write the sound heard at the beginning of *he*. Say, "He is playing a game. *he*."

Teacher: "Second blank. Ready. Watch my mouth. Say *he*."

Child: "He."

Teacher: "Say the beginning sound."

Child: "/h/."

Teacher: "Check the card (pointing to the card). Write the spelling."

Remind the child at the board to name the spelling as he or she writes and then to repeat its sound. Have the others write on their slates. Proofread, again letting the child at the board proofread first.

3. Continue the routine to dictate the beginning sounds of the words *meet* and *she*. Give illustrative sentences such as *We'll meet in the park* and *She likes to read*. Remember to have the child at the board say the beginning sound and check the wall sound card. Proofread each spelling.

4. Have the children hold up their slates for you to see their work. In addition, you should circulate to check the children's slates while the volunteers are at the classroom board.

Notice any children who are having difficulty and provide extra practice and teaching in workshop.

Line 2 (sounds in position in words)

The second line of dictation teaches children that spellings of sounds are used in specific words and that they must think about, ask for, and remember the spellings, rather than guess what they are.

Dictate these sounds at the beginning of words:

*see* I see the man. *see* (s)

*he* He is playing a game. *he* (h\_)

*meet* They will *meet* me at the corner. *meet* (m)

*she* She gave me the book. *she* (sh)



### Sounds, Spellings, and Words (10 minutes)

1. Review the Block E wall sound card and have children name the spellings for the sound /ē/. (Note: The e\_e spelling is screened on this workbook page. The children will learn this spelling in lesson 17 and will then fill it in. Just tell them now that they will learn this spelling in a few weeks.)
2. Have the children trace and copy the letters and words on the page. Remind them to sound and blend the words as they write. Go over the page by calling on volunteers to read the words. Circulate to provide help and check the work. Remind the children to proofread.

## Workshop and Remediation

### Practice Activities (30–45 minutes)

#### Activity Sheet 7: Matching Words to Pictures

**Sound Flash Card Drill (whole-group activity)** The Sound Flash Cards have a single spelling of a sound printed on each card. The children respond to the cards by saying the sound that the spelling represents. Speed is very important for these drills. Unison responses should be used only as a way of warming the children up. During the drill itself, call on individuals to produce the sounds.

1. Tell the children that each card you will flash has 1 spelling on it. They are to respond to the spelling by saying the sound associated with the spelling. Demonstrate by having the children respond in unison.
2. Conduct a quick drill. Go through the pack several times.

Notice any children who are having difficulty responding quickly or who do not know the sounds associated with the spellings. Conduct another drill or, if necessary, reteach the appropriate wall sound cards.

#### Activity Sheet 7

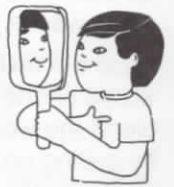
Name \_\_\_\_\_

Print the word that goes with each picture. Use the word list to help you.

me eat team meat



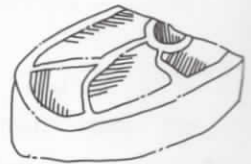
team



me



eat



meat

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# 2. Reading

Workbook page 14

## Active Reading (3–5 minutes)

1. Have the children look at the sentence and tell what is going on. Then have them read the sentence silently. Call on volunteers to read aloud.

## Using Background Knowledge

2. Ask if anyone has bought food from a vendor. Let the children discuss their experiences briefly.

## Predicting Outcomes

3. Ask the children what they think will happen next. (Note: Be sure the children understand that *meat* refers to the hot dogs.)

## Writing Legibly

4. Have the children write the sentence in the space provided. Be sure that they proofread their work.

## Alphabet Review (5 minutes)

### Alphabetical Order

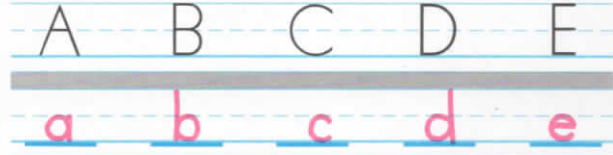
Have the children trace the capital letters and then write the small-letter counterparts in the spaces below. Ask them to name the letters.

### Story Sequence



He heats meat.

### Alphabet Review





## 3. Storytime

"The Tale of Peter Rabbit," Anthology  
pages 46–48 (15 minutes)

### Making Comparisons

Read the story, allowing the children to comment freely. As you read, clarify any words or concepts that may be difficult for the children. When you finish, ask if this story and yesterday's story ("Two Happy Little Bears") are similar in any way. (Both are animal stories. Besides, the children may have noticed that in both stories the small animals disobeyed their mothers.)

The story will be discussed and reread in lesson 8.

## 4. Writing

### Independent Writing (15 minutes)

1. Remind the children of the story topic they chose in the last lesson and have them draw pictures of their contributions.
2. Give them about 5 minutes to get started and then begin to circulate around the room, stopping to have individual conferences of a minute or so with as many of the children as possible. Look especially for those who are having trouble getting started.

---

**Teaching Tip** The technique of holding brief conferences with the children will be used almost daily as the children begin writing independently.

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3. As you meet with each child, try to comment on what is on the paper. Ask a question that the child can answer and that will also encourage him or her to add to the drawing. Here's a model of a short conference:

Teacher: "How is it going? That's a nice dog you've drawn. Tell me about it."

Child: "His name's P.J. and he's gray and fluffy."

Teacher: "Maybe you could add to the picture to show that. Is there anything else about P.J. we should know?"

Child: "Yeah. He loves to rip up the newspaper and it makes Daddy mad."

Teacher: "You could put that in too. That would be something interesting to put in our story."

4. Ask a child who is having difficulty getting started what he or she is going to draw and encourage the child to talk about ideas first. From what you've been told, make suggestions for the drawing.
5. For these and all conferences, remember the following:
  - a. Ask how the work is going and make a specific comment about what the child has done (drawn or written).
  - b. Ask the child where the work is going. Ask for more information—information you think the child can supply to make the drawing or story more interesting or complete.
  - c. Conferences should be very short, less than a minute if possible. Say what you need to and move on. The children must learn that they can write without you leaning over them and that you will be back when you can.
6. After about 10 or 15 minutes, have the children put their drawings away. Say that they will finish them tomorrow and that they should think of what they want to contribute to the group story.

## 5. Extending the Lesson

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Let the children discuss different kinds of meat they like to eat. Let them tell, if they know, how the meat is cooked (or heated). If they bring their lunch to school, you may want to discuss the kinds of meat or other things they usually have in sandwiches.

If there is time, you might want to call on volunteers to show the pictures they drew and to read their sentences. Ask them to tell who the people in their pictures are. Encourage the rest of the class to listen attentively and to ask any questions. Help the children use the answers to the questions to extend the sentences. Collect homework papers.

## Looking Ahead

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1. Duplicate activity sheet 8.
2. (optional) Select another Beatrix Potter story for lesson 8's extending the lesson.



# “At the Circus” (continued)

## Materials

Wall Sound Card: /w/  
 Reading Skills Workbook, pages 15–16  
 Activity Sheet 8  
*The Illustrated Treasury of Children's Literature*,  
 pages 46–48

## Skills

### Decoding

/w/ Spelled w\_ [I]  
 Blending [P]  
 Initial Consonants [P]  
 Initial Vowels [P]

### Mechanics

Writing Legibly [P]

### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5–10 minutes)

### Wall Sound Card Drill

Review the 6 wall sound cards introduced so far: Ice Cream, Block E, Flat Tire, Ticking Clock, Out of Breath, Be Quiet! Point to each picture and have the children say the name of the card. Point to the spellings and have the children say the sounds. Finally, point to specific spellings and have the children name them. Review each card 2 or 3 times. Keep the pace rapid and don't stop to correct errors unless most of the children have trouble with a particular card.

## New Sounds and Words (15–20 minutes)

### w/ Spelled w

1. With the children at the chalkboard, adjust the wall sound card for /w/.
2. Review the story, recalling that in the last installment Lisa and some of her friends went to the library to look for a clue to help them find the missing blocks. The librarian gave them a book entitled *Cowboy Joe at the Rodeo*. Then read the next part of the story.

"Maybe someone at Lisa's house will know what a book called *Cowboy Joe at the Rodeo* has to do with finding alphabet blocks," said Jane. She and Pete and José and Sue hurried to Lisa's house. When they got there, they showed the book to the others.

After a while Mike said, "I know what this clue means. I passed the park on the way to the birthday party. A Wild West Show is going on in the park right now. Let's go!"

Lisa and her friends ran out of the house and headed for the park. When they got there, they saw a sign that said "Cowboy Joe and His Flying Lariat." Near the sign was a cowboy with a loop of rope in his hand. The cowboy dropped his rope and walked over to them. Then he took off his hat and handed them a note that had been tucked into the hatband. Mike read the note. It was a poem:

Here's a very important clue.  
You will find it at the zoo.

The cowboy didn't say a word. He walked away, picked up his lariat, and began spinning it through the air above his head. As the **lariat** swished through the air, it made this sound: /w/, /w/, /w/ [pause], /w/, /w/, /w/.

3. Write the w\_ spelling on the board and have the children say /w/ with you. Point out that this is the sound heard at the beginning of *way*, *woman*, and *we*. Ask the children to think of other words that begin with the same sound. Give the wall sound card the name *Lariat* and have the children repeat the name. Say that the spelling is w\_ ("w blank"), which means that its sound is heard at or near the beginning of a word, never at the end.
4. Have groups of children write the spelling at the board, name it, and say its sound. Ask the others to write on their slates. Have everyone proofread as usual, letting those who wrote on the board proofread their work first.

## Word Lines (10 minutes)

### Blending

WhW 1. wē hē shē  
 WhW 2. eat eats  
 WhW 3. team steam

1. When all the words are on the board, point to them at random and have the children read them.
2. Call on individuals to read and then erase the words, one at a time. Have the rest of the class judge whether each child has read the word correctly.

## Word-Line Sentences (5 minutes)

### Blending

Wē eat meat.

1. As usual, use only white chalk to build the sentence at the board. Have the children read the sentence in unison. Then call on a volunteer to read and extend it.
2. To review the sentence, ask another child to read and then erase it.



## Sound Response Card Drill (10 minutes)

### Initial Consonants and Vowels

Have each child take out the yellow, white, and orange sound response cards.

YELLOW, WHITE, AND ORANGE CARDS

Level 1 drill:

/ē/ /sh/ /s/

Ask the children to show you each sound you say. Remind them to watch your mouth, look for the card, touch the card, and raise the card and say its sound when you say "Sound."

Level 2B drill:

she seat eat even sheep Sam

Ask the children to show you the sound they hear at the beginning of each word you say. Have them repeat each word, look for the card, touch the card, and raise the card and say its sound when you say "Sound."

## Workbook page 15

### Reinforcing w/ Spelled w

Have the children trace and copy the letters, words, and sentence. Go over the words and sounds with them. Ask what 2 important things they had to remember to do when they wrote the sentence. [Begin it with a capital letter and put a period at the end.] Remind them to proofread their work.



Sounds, Words, and Sentence

W \_

w \_ w \_

W W

we sea

team

He eats.

Name \_\_\_\_\_

15

## Workshop and Remediation

Practice Activities (30–45 minutes)

### Activity Sheet 8: Matching Rhyming Pictures

**Individual Sound Card Drill—Level 2: Saying Sounds from Spellings** Introduce the level 2 drill (saying sounds from spellings). The leader now flashes the spelling side of the cards as the partner(s) say the sound that the spelling represents. Have the children work in pairs for level 1 and level 2 drills.

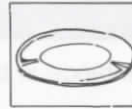
### Activity Sheet 8

Name \_\_\_\_\_

 Cut out the pictures on the bottom.

 Glue each picture next to the picture of the word it rhymes with.

Print the sound you hear at the end of each word on the guidelines.



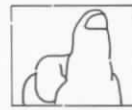
sh



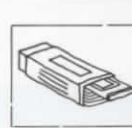
t



s



m



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## 2. Reading

### Workbook page 16

#### Active Reading (5 minutes)

1. Have the children read the sentence silently. Then call on volunteers to read it aloud.
2. Let the children discuss what happened in light of what they thought would happen.

#### Writing Legibly

3. Have the children write the story sentence in the space provided.

#### Alphabet Review (5 minutes)

Have the children trace and then copy each letter in the spaces provided. Remind them to proofread their work.

Review letter names now if your class needs to spend extra time on letter recognition activities.

#### Story Sequence



We eat meat.

#### Alphabet Review

f

F

g

G

16

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## 3. Storytime

### "The Tale of Peter Rabbit," Anthology pages 46–48 (15 minutes)

Have the children recall the various things that happened to Peter at Mr. McGregor's. (You can show the illustrations as clues.) Reread the story.



## 4. Writing

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### Independent Writing (15 minutes)

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#### Writing Legibly

1. Meet with the children individually. Ask them what they would like to say about the picture they have drawn or are drawing.
2. Tell them that you are going to write their words on the bottom of the drawing so they can read what they want to contribute to the group story.
3. If necessary, help the children with their sentences.
4. Have the children practice "reading" their sentences in preparation for the next lesson.

The drawings can be clipped together to make a class book.

## 5. Extending the Lesson

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Read a Beatrix Potter story to the class, perhaps "Two Bad Mice," "The Tale of Tom Kitten," or "Jemima Puddleduck."

## Looking Ahead

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Duplicate activity sheet 9.

# “At the Circus” (continued)

## Materials

Wall Sound Card /th/  
Reading Skills Workbook, pages 17–18  
Activity Sheet 9  
*The Illustrated Treasury of Children's Literature*,  
pages 2–6

## Skills

### Decoding

/th/ Spelled th [I]  
Sight Words [I]  
Blending [P]

### Mechanics

Writing Legibly [P]

### Study and Research

Alphabetical Order [P]

### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Wall Sound Card Drill

Review the 7 wall sound cards you have introduced. Have the children name each card, say its sound, and name its spelling(s). After reviewing all the cards, point at random to various parts of the cards and have the children respond accordingly. If you point to a picture, they are to name the card. If you point to the area with the spellings, they are to say the sound. If you point to a specific spelling, they are to name the spelling.

## New Sounds and Words (15 minutes)

### th Spelled th

1. Adjust the wall sound card for /th/.
2. Read the next installment of the Lisa story.

"The zoo is not far away," said Dave. "It's just at the end of the duck-and-geese pond. We can be there in no time at all." Dave led the way, and the rest followed. As they ran past some high weeds near the pond, a large gray goose ran out of the weeds and hissed at them angrily: /th/, /th/, /th/ [pause], /th/, /th/, /th/ [pause].

"Why is that goose angry?" asked Heidi.

"I guess she has a nest in the weeds," Rosa replied. "She's probably afraid that we will hurt the little goslings in the nest. She doesn't know that we don't mean to bother her."

The **angry goose** chased the runners for a while. Then she stopped and hissed at them again: /th/, /th/, /th/, [pause], /th/, /th/, /th/.

3. Write *th* on the board. Explain that when the letters *t* and *h* come together, they make the sound that is heard at the beginning of the word *thin*. They never say /t/, /h/. Have children say the word *thin*. Direct them to watch your mouth as you whisper /th/. Have them whisper the sound. It may be helpful to tell the children to put their tongue between their teeth to make the sound. Explain that this sound is heard at the beginning of the words *think*, *thing*, and *thank* and at the end of the words *teeth*, *breath*, and *truth*.



4. Tell the children that the wall sound card is named Angry Goose, and the spelling is *th* (the letter names).
5. Tell them that when the goose is very angry the letters *th* together make a sound that is said out loud, not whispered. Explain that this is the sound heard at the beginning of the words *this* and *that* and at the end of the word *breathe*. Have the children repeat the words. Emphasize the sound. Tell children that they still put their tongue between their teeth, but now they make a loud sound. Have them say the sound. Have them put their right hand on their throat to feel the vibration and then compare it with the lack of vibration they feel when they say /th/ the other way. Demonstrate. Have the children watch your mouth and say the sound.

Although the spelling *th* can represent 2 sounds, the sounds are exactly the same except that one is voiced and one is not. The children will naturally say known words with the correct sound of /th/. In the beginning, when blending words with this sound, you may want to tell the children whether the /th/ is to be whispered or voiced.

6. Have the children practice writing the new spelling.

## Word Lines (10–15 minutes)

### Sight Words

In this teacher's guide a word printed (and therefore presented to the children) in a box is a sight word.

We call sight words outlaws. They are considered outlaws either because they are phonetically irregular or because they contain a sound or spelling not yet introduced. Outlaw words must become sight words, since they cannot be sounded and blended. Be sure to conduct daily drills on the outlaw words. (The Outlaw Flash Cards are available for one form of drill.) You may also want to use the outlaw theme for a bulletin board.

#### DIRECTIONS FOR INTRODUCING OUTLAW WORDS

1. Draw a box on the board or overhead.
2. Explain that the next word "goes in jail" because it doesn't obey the rules.
3. Write the whole word in the box in white (or black).
4. Pronounce the word for the children and have them repeat it.
5. Point out or have the children help you find the irregular (or as yet unknown) part of the word.
6. Ask a child to use the word in a sentence to clarify its meaning.
7. Have the sentence extended, as usual.

When introducing *the* in line 2, point out that we hear the /th/ sound at the beginning of it, but instead of pronouncing the e as /ē/ we say "uh." Point to several objects around the room and identify them as *the desk*, *the book*, and so on. Also write the phrase *the teeth*, and have them read it.

#### Blending

LR 1. **tee**\_\_    **tea**    **tea**\_\_  
          **teeth**    **tea**    **team**

2. **the**

To review the words, have volunteers read and then erase them.

#### Word-Line Sentences (5 minutes)

#### Blending

See the teeth.

1. Build the sentence on the board in the usual manner. Have the children read it in unison. Then call on a volunteer to read and extend the sentence.
2. To review the sentence, call on a volunteer to read and then erase it.

## Dictation (15 minutes)

### Taking Dictation

Draw 2 lines of 4 blanks each on the chalkboard. Have volunteers go to the board while the others write on their slates. Remind the children to ask which spelling of /ē/, when necessary. Proofread as usual.

#### Line 1 (sounds alone):

/w/ /ē/ spelled ea /s/ /h/

#### Line 2 (sounds in position in words: beginning sounds):

seat He sat on the seat. seat (s)  
eat Let's eat dinner. eat (ea)  
sheet The sheet is on the bed. sheet (sh)  
we We are going out. we (w\_)

Review lines 1 and 2. You may need to transfer the lines to a higher position on the board to allow room for line 3.

### DIRECTIONS FOR DICTATION:

#### Line 3 (sequence of sounds in words)

Follow this routine for line 3 dictation:

Teacher: "Who will come to the board to write the word *see*? Can you see this picture? *See.*" (When a volunteer is at the board, continue.) "Watch my mouth. Say *see.*"

Child: "See."

Teacher: "What's the first sound in *see*?"

Child: "/s/."

Teacher: "Check the card. What's the spelling?"  
(Point to the card.)

Child: "s."

Teacher: "Write the spelling." (Child writes s.)  
"What's the second sound in *see*?"

Child: "/ē/."

Teacher: "Check the card. Ask me which /ē/."  
(Points to the card.)

Child: "Which /ē/?"

Teacher: "Double e. Write the spelling." (Child writes ee on the board beside the s.)  
"What's the word?"

Child: "See."

Proofread as usual.

Use the same procedure to dictate *he*.

You should be moving about the room and checking the children's work. Notice any children who are having difficulty and plan to repeat the dictation with them during workshop.

#### Line 3 (sequence of sounds in words):

Draw 2 longer blanks for line 3. Dictate the following words, sound by sound.

see Can you see this picture? see  
he He is my friend. he



## Workbook page 17

### Sounds, Words, and Sentences (5–10 minutes)

#### Reinforcing th/ Spelled th

1. Review the Angry Goose wall sound card. Ask the children to name the card and to say the sounds and their respective spellings.
2. Go over the page by calling on volunteers to read the words and phrases. Have the children complete the page. They should trace and then copy each word and phrase. Remind them to proofread their work.

#### Sounds, Spellings, and Words



th

th th

the

teeth

the teeth

the meat

Name \_\_\_\_\_

17

## Workshop and Remediation

### Practice Activities (30–45 minutes)

#### Activity Sheet 9: Drawing a Picture to Match a Sentence

**Partners Reading** Have pairs of children read the first 8 segments of the workbook story to each other.

#### Activity Sheet 9

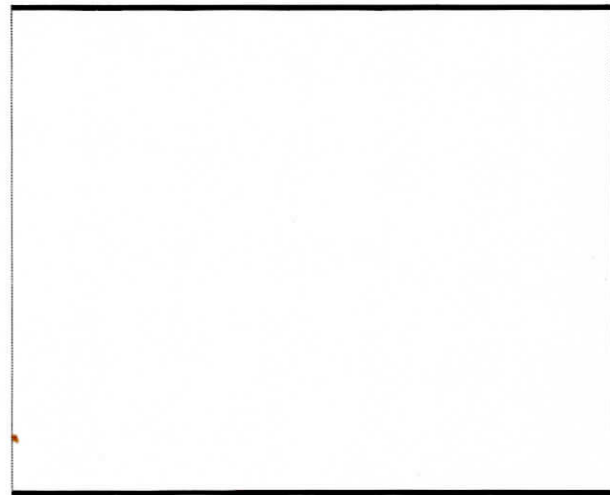
Name \_\_\_\_\_

Print the sentence on the guidelines.

He eats meat.

He eats meat.

Now draw a picture to go with the sentence.



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## 2. Reading

### Workbook page 18

#### Active Reading (5–10 minutes)

1. Have the children read the sentence silently. Then call on volunteers to read aloud.
2. Have a volunteer retell (in his or her own words, if possible) what the clown is doing in this segment of the story.

#### Writing Legibly

3. Have the children write the sentence in the space provided. Remind them to proofread their work.

#### Alphabet Review (5 minutes)

##### Alphabetical Order

Ask the children to trace the small letters at the bottom of the page and then to write the corresponding capital letters in the spaces provided. Remind them to proofread.

#### Story Sequence



See the teeth.

#### Alphabet Review

a b c d e f g  
A B C D E F G

### 3. Storytime

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Nursery Rhymes, Anthology pages 2–6  
(15 minutes)

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Choose several nursery rhymes to read to the children. Invite them to recite the rhymes with you if they know them. Ask them to say the rhyming words.

### 4. Writing

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#### Independent Writing

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##### Writing the Story (15 minutes)

1. Have the children share their pictures and sentences. Write each sentence on the chart paper as you repeat it aloud.
2. You may want to change the sentences slightly to include the children's names. (Say that you will be doing this.) In this way, the children will be able to find their sentences in the story. For example, a child might say, "My dog P.J. is gray and likes to rip up newspapers." You might write the sentence, *Bobby's dog P.J. is gray and likes to rip up newspapers.*



## 5. Extending the Lesson

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1. Ask the children if they have ever seen teeth like those the clown is holding in the picture on page 18. Anyone who has might tell about them.
2. Ask any children who are missing one or more teeth to tell what happened to the teeth and how they felt when the teeth came out.
3. Have the children recite any rhymes they know.

### Homework

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Write the words *We eat* on the board and have the children copy them at the top of a sheet of paper. Ask them to cut out magazine pictures of different kinds of food and glue them to the page to complete the sentence.

## Looking Ahead

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1. Duplicate activity sheet 10.
2. Prepare a sound response card for /th/ to add to each child's set.
3. Have word list 1 ready for lesson 10.

# “At the Circus” (continued)

## Materials

Sound Response Card: /th/  
 Reading Skills Workbook, pages 19–20  
 Activity Sheet 10  
 Word List 1  
*The Illustrated Treasury of Children’s Literature*,  
 pages 7–11

## Skills

### Word Meaning

Homophones [P]

### Decoding

Blending [P]  
 Initial Consonants [P]  
 Initial Vowels [P]

### Study and Research

Test-taking Techniques: Testing Formats [I]  
 Alphabetical Order [P]

### Comprehension

Predicting Outcomes [P]

### Mechanics

Writing Legibly [P]

#### Key to Skill Codes

[I] = Introduction      [P] = Practice

# 1. Phonics and Decoding

## Warm-up (5–10 minutes)

### Wall Sound Card Team Drill

1. Divide the class into 2 teams for this activity.
2. For each team name a runner/scorekeeper whose job is to advance a designated amount of space (for example, a row or a desk length) every time a team member answers a question correctly.
3. Have the teams line up on either side of the room.
4. Explain that the game is played very much like a regular wall sound card drill. If you touch a picture, the child whose turn it is must say the name of the card quickly. (Demonstrate.) If you touch the area of the card with the spellings, the child is to say the sound. (Demonstrate.) Finally, if you touch a specific spelling, the child is to name the spelling (for example, "e mark"). (Demonstrate.)
5. You may want to set a time limit for the children's answers so that the game will move quickly and the children will realize the importance of automatic responses. After being given a chance to answer, each child goes to the end of the line.
6. The team whose scorekeeper is the first to reach the designated finish line wins. Play several rounds of the game if you have time.

## Word Lines (15 minutes)

### Homophones

In lines 2 and 3, contrast the meanings of the pairs of homophones by using the words in illustrative sentences, such as *I can see a book*; *Whales live in the sea*; *We'll meet in the park*; *Hamburger is my favorite meat*.

### Blending

WhW 1. **eat** **heat** **seat**

WhW 2. **see** **sea**

WhW 3. **meet** **meat**

To review the words, play the Detective game. Use the following clues. Remember to have a volunteer find and read the word. The remaining words should be read and erased.

What you do with your eyes. (*see*)

Something to eat. (*meat*)

The ocean. (*sea*)

Please \_\_\_\_\_ me at the park. (*meet*)



## Word-Line Sentences (5 minutes)

### Blending

1. After building the sentence on the board in the usual manner, have the children read it in unison. Call on a volunteer to read and extend it.

We see the teeth.

2. To review the sentence, have a volunteer read and erase it.

## Sound Response Card Drill (10 minutes)

### Initial Consonants and Vowels

Hand out the response card for /th/.

YELLOW, ORANGE, AND WHITE CARDS

#### Level 1:

/th/ /sh/ /ē/ /s/

Remind the children to look for the card, touch the card, and raise the card and say its sound when you say "Sound."

#### Level 2B:

them shine Eve sound shell thin each some

Remind the children to listen for the sound they hear at the beginning of each word. Also remind them to repeat the word, look for the card, touch the card, and raise the card and say the sound when you say "Sound."

## Workbook page 19

### Word Study (5–10 minutes)

#### Testing Formats

1. Have the children read the words at the top of the page. After identifying the pictures, ask them to write the word under the picture it goes with.
2. The children should read and then copy the sentence at the bottom of the page. Remind them to proofread.

**Word Study**

meat    team    teeth    sheet



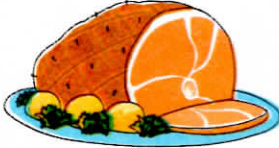
team



teeth



sheet



meat

She eats the meat.

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

19

## Workshop and Remediation

### Practice Activities (30–45 minutes)

#### Activity Sheet 10: Matching Words to Pictures

**Word List 1** Introduce the first word list to the whole group. Explain that the children can show you how well they are learning to read by reading the list to you. Today, during workshop, they will practice reading the list to one another. When they feel they are ready, they will read the list to you. (In subsequent lessons you will be listening to children read the word list during workshop.)

#### Activity Sheet 10

Name \_\_\_\_\_

Print the word that names each picture. Use the word list to help you.

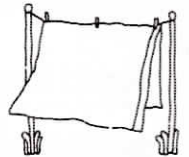
teeth seat team sea meat sheet



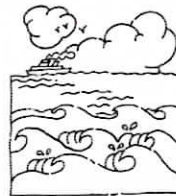
meat



seat



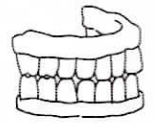
sheet



sea



team



teeth

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## 2. Reading

Workbook page 20

### Active Reading (5–10 minutes)

#### Predicting Outcomes

1. Have the children look at the picture and tell what will happen when they read this story segment.
2. Have them read the sentence silently. Then call on several volunteers to read it aloud.

#### Writing Legibly

3. Have the children write the sentence in the space provided. Remind them to proofread.

### Alphabet Review (5 minutes)

#### Alphabetical Order

Ask the children to trace the capital letters and then to write the corresponding small letters in the spaces below.

#### Story Sequence



We see the teeth.

Decoding

#### Alphabet Review

A B C D E F G H  
a b c d e f g h

Handwriting

20

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## 3. Storytime

---

Nursery Rhymes, Anthology pages 7–11  
(15 minutes)

---

Choose several of these rhymes to read to the group. As in lesson 9, have the children recite the rhymes with you.

## 4. Writing

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**Independent Writing** (5 minutes)

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Any children who haven't shared their pictures and sentences should do so now. Follow the usual procedure to write the sentences.

**Seminar** (10 minutes)

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Reread the whole story. Help volunteers point to and read their contributions. (If you are going to make a class book of the drawings, collect them at this time.)

C

O

## 5. Extending the Lesson

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Have the children look again at the picture on page 20. Ask them how they think the clown cleans the false teeth he's holding. Call on volunteers to tell how they clean their real teeth. Let the children draw pictures of things they use to clean their teeth.

### Homework

Ask half the children to show their papers and read their sentences to the others. Collect homework papers from those who showed them. Tell the others that you will call on them to show their pictures and read their sentences in the next lesson.

## Looking Ahead

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1. Duplicate activity sheet 11.
2. Prepare a sound response card for /l/ for each child.

# “At the Circus” (continued)

## Materials

Wall Sound Card: /I/  
 Reading Skills Workbook, pages 21–22  
 Activity Sheet 11  
 Word List 1  
*The Illustrated Treasury of Children's Literature*,  
 pages 49–50

## Skills

### Decoding

/I/ Spelled / [I]  
 Blending [P]  
 Sight Words [P]

### Comprehension

Using Background Knowledge [P]  
 Predicting Outcomes [P]

### Mechanics

Writing Legibly [P]

### Study and Research

Alphabetical Order [P]

### Writing

Developing a Writing Goal: Topic [P]

### Key to Skill Codes

[I] = Introduction

[P] = Practice



# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Sound Flash Card Drill

Use the flash cards for the spellings previously introduced: *m, ē, ee, ea, s, t, h\_, w\_, sh, th.*

Start with unison responses and then call on individuals. Remind everyone to respond quickly.

Notice any children who are not responding automatically during this drill. Plan to meet with them during workshop.

## New Sounds and Words (10 minutes)

### / Spelled /

Beginning in this lesson the information needed for presenting new sounds and words will be summarized as follows. Please refer to page 84 in this guide for the step-by-step procedure for introducing new sounds.

At the zoo Dave led everyone right into the lion house.

"What are we doing in the lion house?" asked Drew.

"The zoo kitchen is in this building," Dave explained. "Maybe someone in the zoo kitchen can help us."

Dave and the others went over to the zoo kitchen and looked into the kitchen through a big window. Inside the kitchen a woman was using a big electric mixer to mix soft food for the young animals. The woman opened the door to ask whether she could help the children. No one could hear what she was saying. All anyone could hear was the sound of the **mixer**: /l/, /l/ [pause], /l/, /l/.

Sound: /l/

Sound at the beginning of *lamp, lead, Lee*

Sound at the end of *shell, will, hill*

Spelling: /

Wall sound card: Mixer

## Word Lines (10–15 minutes)

### Blending

In line 1, be sure to put both the *s* and *t* on the board before having the children blend the word.

### Sight Words

To present the outlaw words in line 3, draw a box on the board and explain that the next word "goes in jail" because it doesn't obey the rules. Write the word *the* in the box. The children should know this word, but pronounce it and have them repeat it. Remind them that the *e* doesn't say /ē/ as they might expect.

Draw another box and write the word *a* in it. Pronounce it and have the children repeat it. Tell them that the word is said "uh." Use it in phrases, such as *a desk*, *a clock*, *a table*. Ask someone to use it in a sentence and have the sentence extended.

LR 1. **Lee**    **lea**\_  
      **Lee**    **least**

WhW 2. **meal**    **seal**    **heel**

3. **the**    **a**

To review the words play the Detective game, using the following clues. Have the remaining words read and erased.

It rhymes with *seal*. (*meal*)  
A person's name. (*Lee*)  
An animal. (*seal*)  
Part of the foot. (*heel*)

## Word-Line Sentences (5–10 minutes)

### Blending

1. Use white chalk to build the sentences in the usual manner. Have the children read them in unison. Then call on volunteers to read and extend the sentences.

1. **We see a seal.**
2. **Lee eats a meal.**

2. Review the sentences by having a volunteer read and then erase each sentence.

## Dictation (15 minutes)

### Taking Dictation

Draw 2 lines of 4 blanks each on the chalkboard.

#### Line 1 (sounds alone)

/h/ /th/ /w/ /s/

#### Line 2 (sounds in position in words: beginning sounds)

*the* Heat *the* soup. (*th*)  
*meat* The *meat* tastes good. (*m*)  
*he* He ran home. (*h*...)  
*see* I *see* my father. (*s*)

Review lines 1 and 2. (You may need to transfer these lines to a higher position on the board so that volunteers can write lines 3 and 4 near the bottom.)

#### Line 3 (sequence of sounds in words)

Draw 2 longer blanks and dictate the following words, sound by sound:

*sheet* Put the *sheet* on the bed. *sheet*  
*heat* I'll *heat* the soup. *heat*

The child repeats the words and then each sound in the word. After saying the sound, he or she checks the wall sound card and writes the spelling. This is repeated for each sound in the word. Remind the child to ask "Which /ē/?" for both words. Proofread the words.

### DIRECTIONS FOR DICTATION:

#### Line 4 (whole words)

This is a model for the technique for line 4 dictation:

Teacher: "Who will come to the board to write the word *sea*? Ships sail on the *sea*. *sea*."  
 (When a volunteer is at the board, the teacher continues.) "Watch my mouth. Say *sea*."

Child: "Sea."

Teacher: "Ask me which /ē/."

Child: "Which /ē/?"

Teacher: "ea—write the word *sea*."

Proofread. Then call on another volunteer to write the word *meat*.

Teacher: (after the volunteer is at the board and the teacher has given the word in a sentence) "Watch my mouth. Say *meat*."

Child: "Meat."

Teacher: "Ask me which /ē/."

Child: "Which /ē/?"

Teacher: "ea—write the word *meat*."

Proofread as usual, being sure to give the children who wrote at the board the first chance to make any necessary changes.

You should be circulating about the room and checking the work. Notice any children who are having difficulty. Plan to repeat the dictation during workshop. You may wish to preteach the next lesson's dictation.

#### Line 4

Draw 2 longer blanks and introduce line 4 dictation by using the following whole words:

#### Line 4 (whole words):

---



---



---



---

*sea* Ships sail on the *sea*. *sea*  
*meat* Cook the *meat* before you eat it. *meat*



## Workbook page 21

### Sounds, Spellings, and Words (10 minutes)

#### Reinforcing / Spelled /

Have the children review the wall sound card. Then have them trace and copy the letters, words, and phrases as usual. Remind them to proofread their work.



Decoding

### Sounds, Spellings, and Words

I

I L

a meal

a seal

Lee eel

a heel

Name \_\_\_\_\_

21

## Workshop and Remediation

### Practice Activities (30–45 minutes)

#### Activity Sheet 11: Alphabetical Order

**Word List 1** Begin listening to the children read the first word list.

#### Small-Group Instruction

Beginning with this lesson, we will suggest activities for small-group instruction. Typically, the children rotate through each of the 3 types of workshop activities. Approximately one-third will be assigned to the activity sheet, one-third to the game or art activity, and one-third to the teacher for small-group instruction. Activity changes occur in 10- to 15-minute intervals. The children are free to choose any activity from the workshop shelf once they have completed a directed activity. You may also assign a specific activity rather than allow free choice. (This is particularly appropriate for a child who is weak in a certain skill area.)

If you don't think your class is ready to work independently on the practice activities, put off small-group work for a time. Remember, in order for you to work with small groups the rest of the class must know what they are to do during that period. Introduce all practice activities carefully and let the children know that they will be expected to work independently or with other children.

1. Work with any children who had difficulty with the sound flash card drill. Repeat the drill. Reteach any sounds the children do not know.
2. Reteach word lines and word-line sentences to any children who had difficulty. Decide whether the children do not know the sounds thoroughly or are having difficulty with a new routine. If the children do not know the sounds, use Sound Flash Cards and Wall Sound Cards to reteach and review sounds. If it is the routine, present a few word lines and sentences slowly. Tell the children what is expected, and explain each step carefully.
3. Reteach the lesson's dictation to those who had difficulty. Make sure the children understand the routine and what is expected of them.

#### Activity Sheet 11

Name \_\_\_\_\_

Look at the first letter in each pair of words.

Find the one that comes first in the alphabet.

Write that word on the line.

abcdefghijklmnopqrstuvwxyz

|                              |                                 |
|------------------------------|---------------------------------|
| she _____<br>eat <u>eat</u>  | team _____<br>seem <u>seem</u>  |
| heat _____<br>me <u>heat</u> | teeth _____<br>meet <u>meet</u> |

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## 2. Reading

### Workbook page 22

#### Active Reading

##### Using Background Knowledge

1. Before the children open their workbooks, ask what kinds of things besides clowns are likely to be seen at a circus. If they don't know, tell them that animals often are. Ask what animals might be seen.
2. Have the children turn to page 22 and read the sentence silently. Call on volunteers to read it aloud, and then have it read in unison.

##### Predicting Outcomes

3. Encourage the children to comment freely on the story and to suggest what might happen next.

##### Writing Legibly

4. Finally, have the children write the sentence in the space provided.

#### Alphabet Review (5 minutes)

##### Alphabetical Order

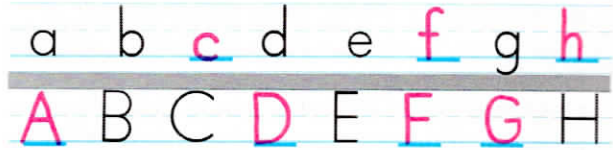
Have the children trace the letters and fill in the ones that belong in the sequence for both the small and capital letters. If any children have difficulty remembering the sequence, remind them to use the classroom alphabet or to sing the "Alphabet Song" quietly to themselves. See that the children proofread their work.

#### Story Sequence



We see a seal.

#### Alphabet Review





## 3. Storytime

---

"Pelle's New Suit," Anthology pages  
49–50 (15 minutes)

---

Read the story and let the children discuss their favorite parts.

## 4. Writing

---

**Independent Writing** (15 minutes)

---

### Developing a Writing Goal: Topic

In lessons 11–15 you will repeat the cycle that you introduced in lessons 6–10 for writing a group story.

Discuss possible topics. For example:

The circus

I feel happy when \_\_\_\_\_

Something based on a story read for literary appreciation

Instead of these topics, you might use some that the children suggest, especially if their suggestions result from the literary readings you have been presenting.

## 5. Extending the Lesson

---

Children who didn't show their pictures and read their sentences in lesson 10 should do so now. Collect all homework papers.

## Looking Ahead

---

1. Duplicate activity sheet 12.
2. Prepare sound response cards for /l/ and /r/ to add to each child's set.
3. Word-Line Sentence Cards will be introduced in lesson 12.

# “At the Circus” (continued)

## Materials

Wall Sound Card: /r/  
Sound Response Cards: /l/ and /r/  
Reading Skills Workbook, pages 23–24  
Activity Sheet 12  
Word-Line Sentence Cards  
*The Illustrated Treasury of Children's Literature*,  
pages 66–68

## Skills

### Decoding

/r/ Spelled r [I]  
Blending [P]  
Initial Consonants [P]

### Word Meaning

Homophones [P]  
Matching Definitions with Words [I]

### Comprehension

Drawing Conclusions [P]

### Mechanics

Writing Legibly

#### Key to Skill Codes

[I] = Introduction

[P] = Practice



# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Wall Sound Card Drill

At random, name each wall sound card the children have learned. Have them say the sound of each card after you name it. (Avoid pointing to the cards if possible.) The cards are Ice Cream, Block E, Flat Tire, Ticking Clock, Out of Breath, Be Quiet!, Lariat, Angry Goose, and Mixer.

## New Sounds and Words (5–10 minutes)

### r Spelled r

The woman went into the kitchen, turned off the mixer, and came back to talk to the boys and girls. This time when the woman opened her mouth, all they heard was a loud roar: /r/, /r/ [pause], /r/, /r/ [pause].

Lisa and her friends must have looked puzzled, because the woman smiled and pointed to the big roaring lion in a cage across the room from them. Then she shrugged her shoulders and pointed to her ears to tell them, I can't hear you because of the roaring lion. Dave pointed to the door. He had decided that they should look for help someplace else in the zoo. As they were going out the door, they could still hear the **roaring lion**:

/r/, /r/, /r/.

Sound: /r/

Sound at the beginning of *real*, *red*, *rest*

Sound at the end of *hear*, *her*, *deer*

Spelling: *r*

Wall sound card: Roaring Lion

## Word Lines (10–15 minutes)

### Homophones

In line 2, contrast *heel* and *heal* by using them in oral sentences, such as *The heel of my foot is sore* and *The cut will heal in a few days*. Then have the children use the words in sentences.

### Blending

In line 3, the consonant blend in *tree* should cause no difficulty if the children say each sound in order and then blend them together with the vowel to form the word.

LR 1. **rea** \_    **rea** \_  
          **real**    **rear**

LR 2. **hee** \_    **hea** \_    **hea** \_  
          **heel**    **heal**    **hear**

WhW 3. **tree**

### Matching Definitions with Words

Play the Detective game to review the words. Have the remaining word read and erased.

I have branches. What am I? (*tree*)

This is what you do with your ears. (*hear*)

The opposite of *front*. (*rear*)

Not fake. (*real*)

A part of the foot. (*heel*)

Notice any children who are having a very difficult time keeping up with the word-line drill. Plan to preteach the next lesson's word lines in workshop.

## Word-Line Sentences (5–10 minutes)

### Blending

1. We hear the seal.
2. See the real seal.

Review the sentences.

## Sound Response Card Drill (10 minutes)

### Initial Consonants

Hand out the sound response cards for /r/.

GRAY CARDS

Level 1 drill:

Ask the children to show you the sound you say. Remind them to raise the card and say its sound when you say "Sound."

/w/ /m/ /l/ /t/ /h/

Level 2B drill:

Ask the children to show you the sound they hear at the beginning of each word you say. Tell them to repeat the word and look for the beginning sound. Remind them not to raise a card and say its sound until you say "Sound."

|      |       |      |      |      |
|------|-------|------|------|------|
| leaf | hear  | time | wild | meat |
| hide | teeth | my   | Lee  | wide |

For further review, have the children gather the cards as you say the word sound card name for each one.

## Workbook page 23

### Sounds, Spellings, and Words (10 minutes)

#### Reinforcing /r/ Spelled r

Have the children review the wall sound card and then trace and copy the letters and words as usual. Remember to have them practice sounding and blending the words with the new sound. Also remind them to proofread their work when they finish the page.



Decoding

### Sounds, Spellings, and Words

r

r R

ear

hear

real

tree

Name \_\_\_\_\_

23



## Workshop and Remediation

### Practice Activities (30–45 minutes)

#### Activity Sheet 12: Matching Words to Pictures

**Word-Line Sentence Cards** Introduce the Word-Line Sentence Cards to the whole group. Direct the children to use them by reading the sentences to one another and then extending the sentences. The cards should be passed around so that everyone gets to practice every sentence. Let the children then choose 2 sentences to write on paper and illustrate.

#### Small-Group Instruction

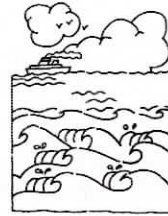
1. Preteach the word lines for lesson 13 to those children who have had difficulty keeping up with the routine. You will have to preteach the sound /f/ in order for them to build the lines.
2. Have children read word list 1 to you.
3. Provide small-group instruction to meet the needs of your group. For example, repeat a dictation or a sound response card drill.

#### Activity Sheet 12

Name \_\_\_\_\_

Underline the word that names each picture.

Then print that word in the blank.



seem

sea

\_\_\_\_\_

sea

\_\_\_\_\_



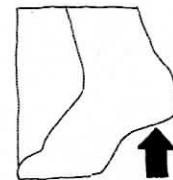
me

meat

\_\_\_\_\_

meat

\_\_\_\_\_



heel

heat

\_\_\_\_\_

heel

\_\_\_\_\_



eel

ear

\_\_\_\_\_

ear

\_\_\_\_\_

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## 2. Reading

### Workbook page 24

#### Active Reading (5–10 minutes)

##### Drawing Conclusions

1. Have the children read the sentence silently and then in unison. Call on volunteers to read it aloud.
2. Have a volunteer retell what is happening.
3. Ask why the seal is making noise. Discuss the possible reasons.

##### Writing Legibly

4. Have the children write the sentence. Remind them to proofread their work.

#### Alphabet Review (5 minutes)

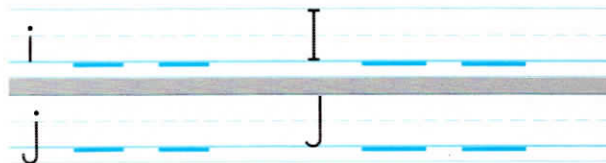
Have the children trace and copy the letters at the bottom of the page. Remind them to proofread.

#### Story Sequence



We hear the seal.

#### Alphabet Review



## 3. Storytime

---

"Henny-Penny," Anthology pages  
66–68 (15 minutes)

---

### Drawing Conclusions

Read the story and have the children comment freely. Be sure that they understand why Henny-penny was able to escape from Foxy-woxy. Call on volunteers to tell which parts of the story they liked best.

## 4. Writing

---

Independent Writing (15 minutes)

---

Have the children draw pictures while you hold short conferences with as many of them as possible. Be sure to write their sentences on the drawings. Let the children practice "reading" their sentences.

## Looking Ahead

---

1. Duplicate activity sheet 13.
2. (optional) Prepare the homework activity sheet described in the homework section of lesson 13.
3. Look for an item to use for your turn at Show and Tell in lesson 17.



# “At the Circus” (continued)

## Materials

Wall Sound Card: /f/  
 Reading Skills Workbook, pages 25–26  
 Activity Sheet 13  
 Individual Sound Cards

## Skills

### Decoding

/f/ Spelled f [I]  
 Blending [P]

### Structural Analysis

Contractions [I]

### Mechanics

Capitalization: Beginnings of Sentences [P]  
 Punctuation: Period [P]  
 Writing Legibly

### Comprehension

Predicting Outcomes [P]

#### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Sound Flash cards Drill

Use the 12 sound flash cards to conduct a rapid drill. Start with whole-group responses. Then flash cards to individuals or to groups (for example, all the boys, all the children in one row, all wearing red). Don't allow more than a few seconds of response time before going on to the next card. The children need to be able to respond quickly.

## New Sounds and Words (10 minutes)

### /f/ Spelled f

"Let's go to the children's zoo," said Rosa. "People work there in the zoo nursery. Maybe someone in the nursery can help us."

Off went Rosa and the others to the children's zoo. When they got there, Heidi said, "Let's play with the little animals in the petting pen. We have time to do that."

Heidi looked into the pen and saw a small cat and a little turtle. Suddenly, out popped the turtle's feet and head from under its shell. It started walking toward the cat. This frightened the cat. She had never seen a turtle before. The cat's back arched, her hair stood on end, and her tail went straight up in the air. The **frightened cat** looked at the turtle and went /f/, /f/ [pause], /f/, /f/.

Sound: /f/

The sound at the beginning of *feet, feel, father*

The sound at the end of *leaf, wife, puff*

Spelling: f

(Tell the children they will learn the other spelling of /f/ later on.)

Wall sound card: Frightened Cat

## Word Lines (15 minutes)

### Contractions

In line 3, you will introduce contractions. Tell the children that *he'll*, *she'll*, and *we'll* are short ways to say *he will*, *she will*, and *we will*. Explain that these words are called *contractions*. The mark indicating a contraction is an apostrophe, which shows us that part of a word is left out and that 2 words are written as 1. Be sure to have the children use the 3 contractions in sentences. Also tell them that the 2 /'s together just make one /l/ sound.

### Blending

- LR 1. *fee*\_\_ *fea*\_\_ *fee*\_\_  
           *feet* *fear* *feel*
- WhW 2. *leaf* *feast*
- WhW 3. *hē'll* *shē'll* *wē'll*

Introduce Race to Erase as a new way to review word lines. Have 2 children stand about 3 feet from the board. You or a seated child calls out a word and the 2 children at the board "race to erase." The one who finds the word should put the eraser under it, read it, and then erase it.

## Word-Line Sentences (5–10 minutes)

### Blending

1. *Hē'll* feel the seal.
2. *Wē* eat a feast.

Review and erase the sentences.

## Dictation (15–20 minutes)

### Taking Dictation

Draw 2 lines of 4 blanks each on the chalkboard.

#### Line 1 (sounds alone)

Dictate to volunteers at the board:

/l/ /r/ /ē/ (spelled *ea*) /t/

#### Line 2 (sounds at the beginning of words)

*real* The diamond is *real*. *real* (r)  
*seal* Look at the *seal*. *seal* (s)  
*team* Our *team* won. *team* (t)  
*hear* Did you *hear* the music? *hear* (h\_\_)

#### Review lines 1 and 2

(You may need to transfer them to a higher position on the board to allow volunteers to write lines 3 and 4 near the bottom.)

Draw 2 lines of 2 blanks each for lines 3 and 4.

#### Line 3 (sequence of sounds in words)

*hear* *Hear* the seal. *hear*  
*seal* *See* the seal. *seal*

Tell the child at the board to repeat the word and then say each sound. After saying the sound, he or she should check the wall sound card and write the spelling. Repeat this procedure for each sound in the word. Remind the child to ask "Which /ē/?" for both words. Proofread each word at the board, giving the writer the first chance to make any necessary corrections and improvements. Ask the seated children to proofread the work on their slates.



Line 4 (whole words)

Dictate these words:

*meal* Here's your *meal*. *meal*  
*see* Did you see my mother? *see*

Tell the child to repeat the word, to ask "Which /ē/?" and then write the whole word.

Review lines 3 and 4

(You may have to transfer the lines to a higher position on the board to allow a volunteer to write line 5 near the bottom.)

DIRECTIONS FOR DICTATION:

Line 5 (sentence)

This is a model for the technique for line 5:

Teacher: "Who will come to the board to write the sentence *See the seat*? (A volunteer comes to the board.) When you write a sentence, you must begin the first word with a capital letter. The sentence *See the seat* ends with a period. Watch my mouth. Say, *See the seat*."

Child: "See the seat."

Teacher: "What's the first word in the sentence?"

Child: "See."

Teacher: "What's the first sound in *see*?"

Child: "/s/."

Teacher: "Check the wall sound card and write the spelling. Remember to write a capital letter." (Child writes S.)

Teacher: "What's the second sound in *see*?"

Child: "/ē/."

Teacher: "Check the wall sound card. Ask me which /ē/."

Child: (Checks card.) "Which /ē/?"

Teacher: "Double e. Write the spelling." (Child writes ee after the S to form the word *See*.)

Continue this procedure for the rest of the words in the sentence. Remind the child to write the period. The word *the* should not be dictated sound by sound since it is an outlaw word. Proofread the sentence, sound by sound, word by word.

If your group is very able, you may want to dictate the sentence using the procedure for line 4 (whole words) rather than line 3 (sounds in sequence). For all groups, you will be switching to the whole-word technique for dictating sentences as soon as you think the children are ready.

Walk around the room and check work on the children's slates. Take note of any children who are having difficulty with dictation. Plan to repeat dictation for them during workshop.

**Capitalization and Punctuation**

Line 5 (sentence)

Draw a single long blank for line 5.

Line 5 (sentence):

\_\_\_\_\_

-----

\_\_\_\_\_

Dictate the following sentence for a volunteer to write on the board:

See the seat.

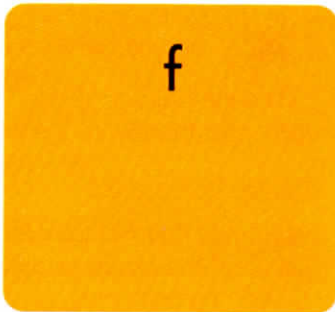
## Workbook page 25

### Sounds, Spellings, and Words (5–10 minutes)

#### Reinforcing /f/ spelled f

Review the wall sound card and have the children trace and write the letters and words. Call on volunteers to read the words. Remind the children to proofread.

Sounds, Spellings, and Words



Decoding

f F

feet

feast

free

leaf

Name \_\_\_\_\_

25

## Workshop and Remediation

### Practice Activities (30–45 minutes)

#### Activity Sheet 13: Identifying and Writing Rhyming Words

##### Activity Sheet 13

Name \_\_\_\_\_

 Name each picture. Cut out the words on the bottom.

 Glue each word under the picture that rhymes with it.

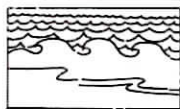
\*Bonus: On the guideline print the name of the picture.



meat

heat

seat



she

we

he

\* \_\_\_\_\_ \*  
feet sea

she meat heat we he seat

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#### Individual Sound Card Drill—Level 3: Saying Sounds from Pictures

Introduce the level 3 drill (saying sounds from pictures). Now the leader flashes the picture side of each card and the others say the sound represented.

Have the children work in pairs, naming pictures (level 1 drill), saying sounds from spellings (level 2 drill), and saying sounds from pictures (the new level 3 drill). They should have a card for each sound introduced.

Periodically remind the children that they are free to choose any activity from the workshop shelf when they finish the assigned activities. This is an important aspect of workshop, as it builds independence and fosters responsibility. Remember, you may deviate from the designated activities for a lesson if you think that some children would benefit more from repeating previous workshop activities. Also, you should specifically assign activities instead of allowing free choice when you feel that certain children need practice in the skill area that the activity is designed to improve. The teaching activities for small-group instruction are only suggestions. You should tailor your small-group instruction to meet the needs of your group.

#### Small-Group Instruction

**Word List 1** Continue to check children on the word list.

**Dictation** Reteach dictation to those children who are having difficulty with the routine.

**Reading** Reread the "At the Circus" story sequence through lesson 12 with small groups.



## 2. Reading

### Workbook page 26

#### Active Reading (10–15 minutes)

##### Predicting Outcomes

1. Have the children discuss the illustration by telling what is happening in it.
2. Have them read the sentence silently. Call on volunteers to read it aloud. Have another child tell what is happening. (Be sure the children understand that the clown has not yet felt the seal.)
3. Encourage a free discussion of the story sequence. Have a few children predict what they think might happen.

##### Writing Legibly

4. Have the children copy the sentence. Remind them to proofread their work.

You might want the children to use the extra line to write another sentence about the seal.

#### Alphabet Review (5 minutes)

Have the children trace and copy the letters on the bottom of page 26. Have all work proofread.

#### Story Sequence



He'll feel the seal.

#### Alphabet Review

k K  
i j k l

### 3. Storytime

---

No new story is assigned for this lesson. If you wish, reread previously read stories or one of your choice.

### 4. Writing

---

#### **Independent Writing (15 minutes)**

Write the children's dictated sentences on the drawings. Some children may want to try to write their own sentences. Encourage this effort and provide help.

## 5. Extending the Lesson

### Homework

Give each child a homework sheet similar to this one.

Ask the children to copy the sentences on the lines and then to use the bottom part of the page to illustrate the sentences.

We see a seal.

-----  
\_\_\_\_\_

He'll eat a meal.

-----  
\_\_\_\_\_

## Looking Ahead

1. Duplicate activity sheet 14.
2. Prepare sound response cards /t/ and /d/ to add to each child's set.
3. Star Hop, a mat game, is introduced in lesson 14.
4. In lesson 17 you will be taking a turn at Show and Tell. Begin now to look for something that you think will interest the children and be a good subject for your Show and Tell session.



# “At the Circus” (continued)

## Materials

Wall Sound Card: /d/  
Sound Response Cards: /f/ and /d/  
Reading Skills Workbook, pages 27–28  
Activity Sheet 14  
Game Mat: Star Hop  
*The Illustrated Treasury of Children's Literature*,  
pages 89–90

## Skills

### Decoding

/d/ Spelled d [I]  
Blending [P]  
Initial Consonants and Vowels [P]

### Word Meaning

Homophones [P]

### Mechanics

Writing Legibly [P]

### Study and Research

Alphabetical Order [P]

### Comprehension

Predicting Outcomes [P]

#### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Wall Sound Card Drill

Point to the various parts of the cards and have the children respond by naming each card when you point to the picture, by saying the sound when you point to the spelling, and by naming the spelling when you point to a specific spelling. Do this quickly, pointing to the various parts of the cards at random.

## New Sounds and Words (10 minutes)

### d Spelled d

Dave looked through the window of the zoo nursery. He saw a zoo keeper feeding a baby monkey. Another zoo keeper was playing with a small tiger cub. Dave decided to knock on the nursery door to see whether one of the zoo keepers could help him and the others find the next block. He knocked 3 times: /d/, /d/, /d/ [pause]. No one came to the door. Dave kept **knocking on the door**: /d/, /d/, /d/.

Sound: /d/

Sound at the beginning of *door, dad, deer*

Sound at the end of *mad, feed, weed*

Spelling: d

Wall sound card: Knocking on the Door

## Word Lines (10–15 minutes)

### Homophones

In line 1, contrast the words *deer* and *dear* by using them in sentences, such as *We saw a deer in the woods* and *You are very dear to me*. Then have the children use the words in sentences.

### Blending

LR 1. **dee**   **dea**   **dea**  
      **deer**   **dear**   **deal**

WhW 2. **feed**   **seed**   **weed**

Have a Race to Erase to review the word lines. Directions are given in lesson 13.

## Word-Line Sentences (5–10 minutes)

### Blending

1. Hē'll feed the seal.
2. The deer eats a weed.

Remember to ask about the capital letter and period in each sentence; have each sentence read in unison; and have a volunteer read and then orally extend each sentence. When all the sentences are on the board, have a different volunteer go to the board to read and erase each one.

## Sound Response Card Drill (10 minutes)

### Initial Consonants and Vowels

Hand out the response cards for /f/ and /d/.

ORANGE, WHITE, AND YELLOW CARDS

#### Level 1 drill:

/ē/ /s/ /f/ /th/ /sh/ /r/

#### Level 2B drill:

eagle same this fire show feet read  
even the shower round seed

## Workbook page 27

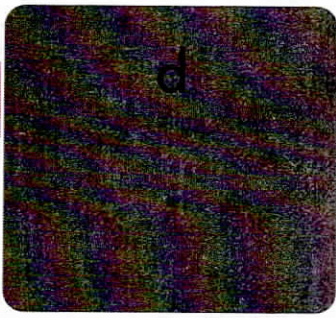
### Sounds, Spellings, and Words (5 minutes)

#### Reinforcing d Spelled d

Review the wall sound card. Have the children read, trace, and copy the letters and words on the page. Remind them to proofread.



**Sounds, Spellings, and Words**



d \_\_\_\_\_ D \_\_\_\_\_

deer \_\_\_\_\_

feed \_\_\_\_\_

weed \_\_\_\_\_

seed \_\_\_\_\_

Name \_\_\_\_\_

**27**



**Practice Activities (30–45 minutes)**

**Activity Sheet 14: Identifying Rhyming Words**

**Activity Sheet 14**

Name \_\_\_\_\_

Name each picture. Under it, print all the words that rhyme with it.  
Use the word list.

sea meal feel Lee tea real me heel



3

meal

sea

feel

Lee

real

tea

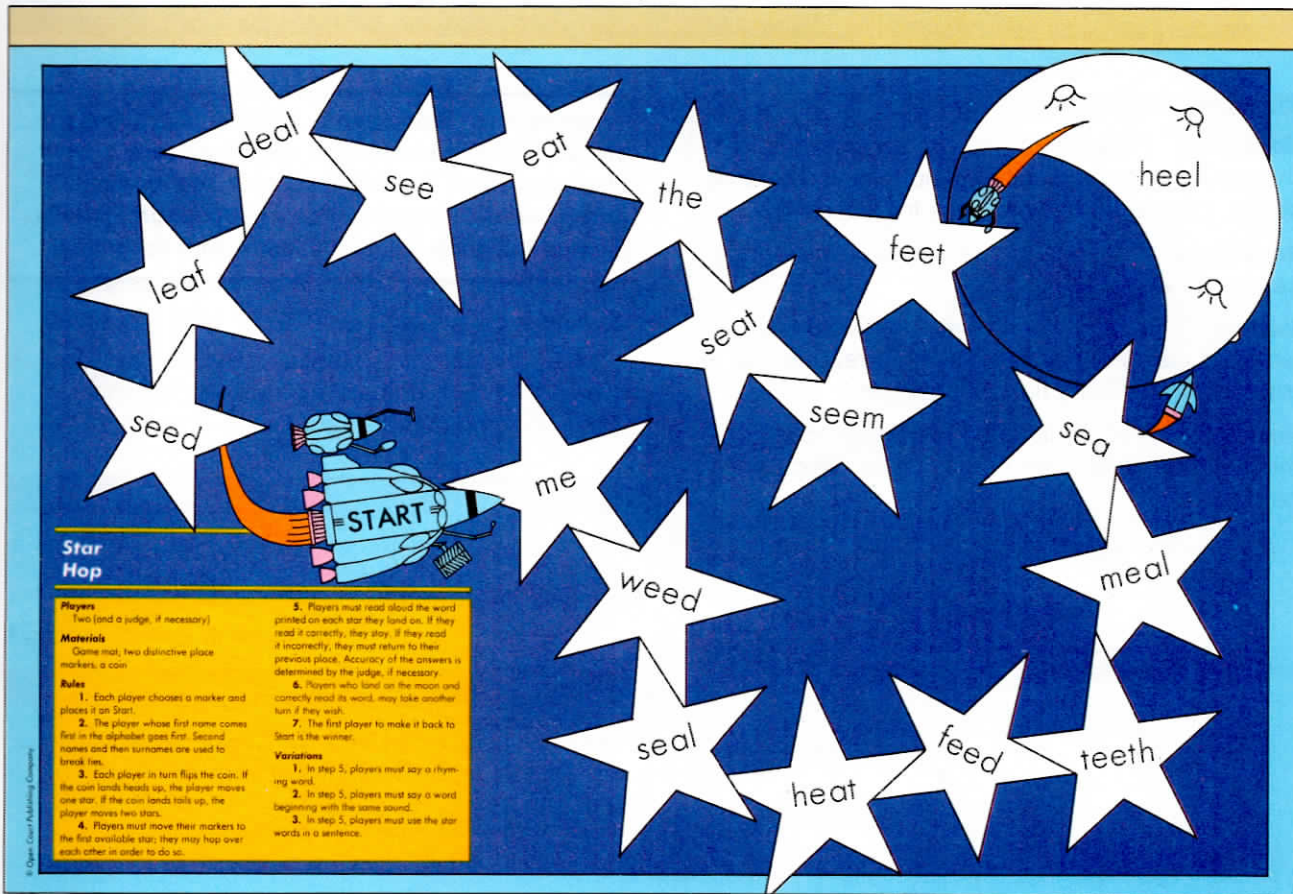
heel

me

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**Game Mat: Star Hop** Introduce Star Hop to the whole group and play a game with the children to be sure they understand it. Then let several children play as you watch and provide direction. Finally, place the game on the workshop shelf.

The directions for Star Hop are given below as well as on the game mat itself. If necessary, you, an aide, a parent helper, or an abler child should act as a judge for this game (to tell whether the words are read correctly).



## Star Hop

### Players

Two (and a judge, if necessary)

### Materials

Game mat; two distinctive place markers; a coin

### Rules

1. Each player chooses a marker and places it on Start.
2. The player whose first name comes first in the alphabet goes first. Second names and then surnames are used to break ties.
3. Each player in turn flips the coin. If the coin lands heads up, the player moves one star. If the coin lands tails up, the player moves two stars.
4. Players must move their markers to the first available star; they may hop over each other in order to do so.

5. Players must read aloud the word printed on each star they land on. If they read it correctly, they stay. If they read it incorrectly, they must return to their previous place. Accuracy of the answers is determined by the judge, if necessary.
6. Players who land on the moon, and correctly read its word, may take another turn if they wish.
7. The first player to make it back to Start is the winner.

### Variations

1. In step 5, players must say a rhyming word.
2. In step 5, players must say a word beginning with the same sound.
3. In step 5, players must use the star words in a sentence.

**Small-Group Instruction**

**Word Lines** Reteach this lesson's word lines to children who had difficulty. If you think it would be helpful, preteach the word lines for lesson 15.

**Word List 1** Continue to check individuals on the first word list.

**Reading** You might want to use the word-line sentence cards to have the children read to you for practice and to build fluency.

**Dictation** Preteach dictation for lesson 15 to children who have been having some difficulty with the routine.

---

**Teaching Tip** Workshop is the time to provide special small-group teaching to meet the needs of your particular class. The suggestions listed for small-group instruction may not be what your group needs most at this time. Adapt the instruction accordingly.

---



## 2. Reading

Workbook page 28

### Active Reading (10–15 minutes)

1. Have the children cover the words as they look at the picture and suggest what is happening.
2. After everyone reads the sentence silently, have volunteers read it aloud.
3. Call on a volunteer to retell what has happened. Be sure the children understand that the clown *will* feed the seal, but the seal has not eaten yet.

### Writing Legibly

4. Have the children write the sentence in the space provided.

### Alphabet Review (5 minutes)

#### Alphabetical Order

Have the children trace the capital letters and then write the corresponding small letters in the spaces below.

#### Story Sequence



He'll feed the seal.

#### Alphabet Review

E F G H I J K L M

e f g h i j k l m

## 3. Storytime

---

**"Why the Bear Is Stumpy-tailed,"**  
Anthology pages 89–90 (15 minutes)

---

### Predicting Outcomes

After reading the first page of the story to the class, ask what will happen to the bear after the fox tells him what to do. If nobody volunteers, model the procedure: "I wonder what will happen next. Maybe . . . Let's read on and find out." Then read the rest of the story.

Let the children comment on the story freely. Suggest that stories of this sort might provide good group-writing topics.

## 4. Writing

---

### Writing the Story (15 minutes)

Write the children's contributions on the chart paper. Be sure to repeat and read each sentence as you write it. You may want to have the author read the sentence after you write it.

## 5. Extending the Lesson

---

### Homework

---

Ask the children to take out the homework assigned the day before. Call on half the class to read their sentences and show the pictures they drew. Help the children use their pictures to extend their sentences.

## Looking Ahead

---

Duplicate activity sheet 15.



# “At the Circus” (continued)

## Materials

Reading Skills Workbook, pages 29–30  
Activity Sheet 15  
*The Illustrated Treasury of Children's Literature*,  
pages 12–17

## Skills

### Decoding

Blending [P]  
Final Consonants [P]

### Word Meaning

Matching Definitions with Words [P]

### Comprehension

Using Background Knowledge [P]

### Mechanics

Writing Legibly [P]

### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (10 minutes)

### Wall Sound Card Cheer

Teach the children this "cheer" as another way to review the wall sound cards. Point to each card that has been introduced. Say, for example, "Knocking on the Door, Knocking on the Door—/d/, /d/, /d/—d (letter name). Block E, Block E—/ē/, /ē/, /ē/—e mark, double e, e blank e, ea (letter names)." The cheer should be said in a very lively fashion. Say the card's name twice, the sound 3 times, and then all the spellings that have been introduced. Go through each card, having the children chime in when they are ready. The cards introduced so far are: Knocking on the Door, Block E, Frightened Cat, Out of Breath, Mixer, Ice Cream, Roaring Lion, Flat Tire, Ticking Clock, Lariat, Be Quiet!, Angry Goose. After you have recited the cheer for all the cards, point to the cards again and have the children say the cheer along with you.

## Word Lines (10–15 minutes)

### Blending

For the words with consonant blends in all 3 lines, have the children say each sound in order and then blend them together with the vowel to form the word.

WhW 1. **read** **lead** **flea**

WhW 2. **tree** **treat**

WhW 3. **free** **three**

### Matching Definitions with Words

Play the Detective game to review the words, using the following clues. Have the remaining words read and then erased.

Something special to eat. (*treat*)

The number after two. (*three*)

A small insect. (*flea*)

Not costing any money. (*free*)

An oak or a maple is a \_\_\_\_\_. (*tree*)

If the children have trouble finding a word, tell them what line it is in.

## Word-Line Sentences (5–10 minutes)

### Blending

1. Wē feel the seal.

2. Hear mē read.

Review the sentences.

## Workbook page 29

### Word Study (5–10 minutes)

#### Final Consonants

Have the children say the name of each picture. After pointing out that the ending sound is missing from each word, ask them to fill it in.

#### Word Study



Decoding

sea l



feet t



deer r

#### Dictation

r d l t  
w r l f  
seed we  
deer he  
Feel the seal.

Mechanics

Name \_\_\_\_\_

29

## Dictation (15–20 minutes)

### Taking Dictation

Starting with this lesson, the children will be taking dictation in their workbooks. The procedure for doing so is very similar to the one for taking dictation at the board. As the children become more familiar with dictation, you will be able to reduce the dialogue. Later in the year you will no longer direct them to ask you which spelling to use. Instead, you will have the children tell you which spelling to use. Take your cues from them as to when to reduce the dialogue and how much help to give during dictation.

#### DIRECTIONS FOR DICTATION IN THE WORKBOOK

1. Place a sample format for dictation on the chalkboard or on an overhead. Be sure that each child has a regular pencil and a proofreading pencil of a different color (preferably red).
2. Tell the children that today they will be taking dictation in their workbooks.
3. You will need to do a lot of checking for this first dictation to make sure that the children are with you and know where to write.

#### Line 1 (sounds alone):

/r/ /d/ /l/ /t/

Point to the first blank in the first line. Dictate the first sound. Have the children repeat the sound, check the wall sound card, and then write the spelling. (You write the spelling on the board as a proofreading model.) Repeat the procedure for the second blank and then have the children proofread the first 2 spellings. Repeat for the next 2 blanks.



Line 2 (sounds in position in words: beginning sounds):

we (w\_) read (r) leaf (l) feet (f)

Point to the first blank. Say the word. Have the children repeat the word, say the beginning sound, check the wall sound card, and then write the spelling. (You write the spelling in the blank as a proofreading model.) Have the children proofread. Repeat the procedure for each word in turn.

Line 3 (sequence of sounds in words):

seed we

Point to the first blank. Dictate the word. Have the children repeat the word, say each sound in the word, check the wall sound card, and write the spelling in sequence. Repeat this for each sound in the word. Remind the children to ask which spelling when necessary. (You review the sounds in sequence in each word and write the proofreading model.) Have the children proofread the word. Repeat the procedure for the second word.

Line 4 (whole words):

deer he

Point to the first blank. Dictate the word and have the children repeat and then write the word. Remind them to ask for spellings when necessary. (You write the proofreading model as the children write.) Have the children proofread. Repeat the procedure for the second word.

Line 5 (sentence):

Feel the seal.

Remind the children to capitalize and punctuate the sentence. Dictate the sentence and have the children repeat it. Dictate each word in the sentence sound by sound, as in line 3. Remind the children to ask for spellings as necessary. Provide the proofreading model and have the children proofread as usual.

Later it will not be necessary for you to dictate each word in a sentence sound by sound. The children will simply repeat the dictated sentence and then write it.

The children have had a good deal of exposure to dictation using their slates. If, however, most of your class is not comfortable with dictation, you might present it to volunteers at the board first, erase the board, and then present it a second time in the workbook. Continue this initial chalkboard presentation until most of the children are comfortable taking dictation in their workbooks. Some may continue to need a double presentation. If so, give the first presentation in small groups during workshop. It is important for you to check the children's work frequently so that you know who may need this extra help.

## Workshop and Remediation

### Practice Activities (30–45 minutes)

#### Activity Sheet 15: Matching Sentences to Pictures

**Mat Game: Star Hop (optional)** Introduce the whole group to variation 1 (saying a rhyming word). Star Hop directions and variations are given in lesson 14 workshop. If some children are ready, also introduce variations 2 and 3. When the children play the game, they must first agree on which way they will play.

**Partners Reading** Have pairs of children read the sentences from the "At the Circus" sequence to each other.

#### Small-Group Instruction

**Dictation** Repeat this lesson's dictation on paper for any children who had difficulty following in the workbook.

**Word List 1** Continue assessing children on this word list.

**Word-Line Sentence Cards** Use these cards to work on fluency and for extra reading practice.

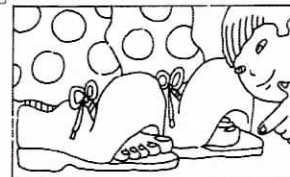
#### Activity Sheet 15

Name \_\_\_\_\_



Cut out each sentence.

Glue it under the picture it goes with.



See the feet.



See me feed the deer.



We read these.



She heats the meat.



She heats the meat.

See me feed the deer.

See the feet.

We read these.

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## 2. Reading

### Workbook page 30

#### Active Reading (10 minutes)

1. To get the children ready for this lesson's sentence, have them recall what has been happening in the story.
2. Ask the children to read the sentence silently and then in unison. Have a volunteer retell what is happening.

#### Using Background Knowledge

3. Discuss whether it is likely that the children would be allowed to pet the seal at a circus. Children who have been to the circus will be able to provide background information. Ask why spectators at a circus are not usually allowed to touch the animals.

#### Writing Legibly

4. Have the children write the sentence in the space provided and then proofread.

#### Alphabet Review (5 minutes)

Have the children trace and copy the letters at the bottom of the page.

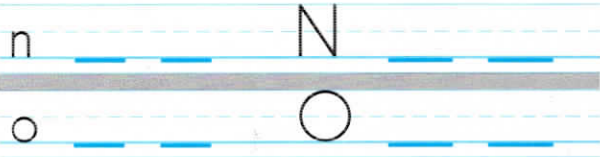
#### Story Sequence



We feel the seal.

Decoding

#### Alphabet Review



Memorize



## 3. Storytime

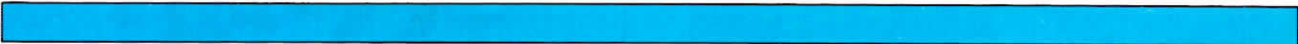


Nursery Rhymes, Anthology pages  
12–17 (10–15 minutes)

---

Choose several of these rhymes to read to the children. Invite them to recite any that they know.

## 4. Writing



Seminar (15 minutes)

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Let the children help you read the story. Call on volunteers to read their parts.

Collect the drawings and clip them together if you are going to make a class book.

## 5. Extending the Lesson

---

### Homework

---

Have the children who didn't share their sentences and pictures in lesson 14 do so now. Let the others help each speaker use the pictures to extend the sentences.

## Looking Ahead

---

1. Duplicate activity sheet 16.
2. Prepare sound response card /z/ for each child's set.
3. Think about a topic to talk and write about when you model choosing a topic and writing in the lesson 16 workshop.
4. Prepare individual file folders for the children's writing. Write each child's name on one.

# “At the Circus” (continued)

## Materials

Wall Sound Card: /z/  
 Sound Response Card: /z/  
 Reading Skills Workbook, pages 31–32  
 Activity Sheet 16  
 Individual File Folders for the Children's Writing

## Skills

### Decoding

/z/ Spelled z and \_s [I]  
 Blending [P]  
 Final Consonants [P]

### Structural Analysis

Inflectional Endings [I]

### Comprehension

Using Background Knowledge [P]

### Mechanics

Writing Legibly [P]

### Writing

Developing a Writing Goal: Topic [P]

### Key to Skill Codes

[I] = Introduction

[P] = Practice



# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Sound Flash Card Drill

Hold a quick sound flash card drill for the spellings introduced so far (*ē, ee, ea, m, s, t, f, th, r, d, l, w, h, sh*). Start with a very brief unison drill and then call on individuals. Remind the children that they must respond quickly or lose their turn.

Notice any children who are not responding quickly to these cards and meet with them in workshop.

## New Sounds and Words (10–15 minutes)

### /z/ Spelled z and \_s

The zoo keeper who was playing with the baby tiger looked up and saw Dave through the window in the door. He picked up the little tiger and opened the door. "May I help you?" he asked with a smile.

"I hope so," said Dave. "We're looking for some alphabet blocks. Can you help us find them?"

"I think I can," the zoo keeper answered, and he pointed to the door. "Go out that door and make a beeline for the ivy on the wall of the monkey house. Good luck!"

Dave went out the door, and the others followed. Dave asked whether anyone knew what a "beeline" was. As everyone was shrugging shoulders and looking puzzled, a bumblebee flew by.

"Follow that bee!" shouted Pete. "It's flying straight to the monkey house. That must be a beeline."

As the **buzzing bee** led them in a straight line toward the monkey house, it made this sound: /z/, /z/, /z/ [pause], /z/, /z/, /z/.

Sound: /z/

Sound at the beginning of *zoo* and *zebra*

Sound at the end of *buzz*, *fizz*, *feels*, *leads*

Spelling: z and \_s (blank s voice bar)

Wall sound card: Buzzing Bee

Introduce the z spelling first. When you introduce the \_s, explain that sometimes the sound /z/ at the end of a word is spelled with an s. Give examples of words. Ask the children, "What sound does s usually make?" [/s/] Ask, "What sound does it make with a voice bar under it?" [/z/] Reinforce the fact that a letter can have 2 different sound representations.

## Word Lines (15–20 minutes)

### Inflectional Endings

In line 1, after you have blended the word *sees*, go to another section of the board for a discussion of endings. Tell the children, "Sometimes we use a word like *see* without an ending, as in the sentence / *see*." Write *see* on the board. Now say, "Sometimes we add an ending, as in the sentence *He sees*." Write *sees* next to *see*. Have volunteers use each word in a sentence. Follow the same procedure with *eat* and *eats*; write them on the board and have them used in sentences.

Point to the *s* at the end of *eats* and say that it is the /s/ sound. Underline the *s* at the end of *sees* and say that it is the /z/ sound. Explain that the *s* at the end of words sometimes has an /s/ sound and sometimes has a /z/ sound.

**Teaching Tip** In most cases, in saying words ending in *s* naturally, the children will choose the correct pronunciation of *s*. Knowing whether to say /s/ or /z/ is part of our intuitive language. It is not necessary to dwell on this distinction. In line 1, when you present *freeze*, don't give the command "Blend" until you have written the final *e* in the white consonant color to show that it is silent. Tell the children that *e* is written this way when it makes no sound. Explain that in English, words do not end with a single *z*.

In line 1, when you have finished building *trees*, go to another section of the board to discuss the plural ending -s. Tell the children, "Sometimes we use the word *tree* without an ending, as in the sentence / *see 1 tree*." Write *tree* on the board. Now say, "Sometimes we add an ending, as in / *see 3 trees*, when we want to show that something means more than one." Write the word *trees* next to *tree*. Follow the same procedure with *seat* and *seats*.

Point to the *s* at the end of *seats* and discuss the /s/ sound. Underline the *s* at the end of *trees* and note that this *s* has the /z/ sound. Explain that when we put the *s* ending on words to show more than one, it sometimes makes an /s/ sound and it sometimes makes a /z/ sound. (Again, in speaking naturally the children will almost always use the correct pronunciation.)

### Blending

In lines 2 and 3 write and sound the final consonants individually before blending each word. Point out the -s ending.

WhW 1. sees    freeze    trees

WhW 2. feeds    seals    reads

WhW 3. eats    seats

To review the word lines, have a Race to Erase.

## Word-Line Sentences (5–10 minutes)

### Blending

1. Wē feed three seals.
2. Wē freeze the meat.

Review the sentences.

## Sound Response Card Drill (10 minutes)

### Final Consonants

Hand out the response card for /z/.

GRAY CARDS

Level 1 drill:

/m/ /t/ /h/ /w/ /l/ /d/

Level 2E drill:

Remind the children that they are listening for the sound at the end of each word.

game fall land wind lamb west hot  
feel

You might want to extend the drill by adding more words or by calling for a drill that uses cards of other colors, or both.

## Workbook page 31

### Sounds, Spellings, and Words (10 minutes)

#### Reinforcing /z/ Spelled z and \_s

Review the wall sound card for /z/. Then have the children read, trace, and copy the letters and words. Remind them to proofread.



Decoding

**Sounds, Spellings, and Words**

z

\_s

z
Z

freeze

feeds

sees

feels

Name \_\_\_\_\_

**31**



## Workshop and Remediation

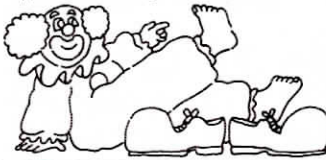
Practice Activities (30–45 minutes)

### Activity Sheet 16: Matching Sentences to Pictures

**Activity Sheet 16**

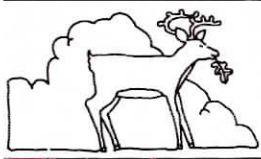
Name \_\_\_\_\_

Copy the sentence that goes with the picture.



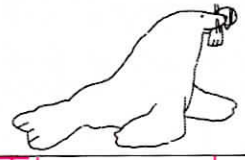
See me read.  
See my real feet.

See my real feet.



The deer eats the leaf.  
We feel the deer's ears.

The deer eats the leaf.



We see three seals.  
The seal eats a meal.

The seal eats a meal.

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### Small-Group Instruction

#### Word-Line Drill

Repeat the drill with a small group, reteaching any sounds the children seem unsure of.

**Sound Response Card Drill** Repeat the drill for this lesson with any children who had difficulty with it.

**Sound Flash Cards** Use these cards with any children who did not respond automatically during the warm-up drill. Reteach any sounds the children do not know.

**Word List 1** Continue to check individuals on the first word list.

**Word-Line Sentences** Meet with small groups to rebuild the word-line sentences. Call on volunteers to read the sentences. Encourage the children to read more fluently and not to sound out words they know.

**Word-Line Sentence Cards** Have the children work in small groups, reading and extending the sentences. Ask them to pass the sentences around so that everyone gets to read every sentence. Each child should choose 2 of the sentences to write and illustrate. Their illustrations should reflect extensions of the sentences.

## 2. Reading

### Workbook page 32

#### Active Reading (10 minutes)

1. Have the children read the sentence silently.  
Then call on individuals to read it aloud.

#### Using Background Knowledge

2. Have the children compare this sentence with the one they read in lesson 15. Continue discussing the likelihood of the children being able to feed the seals at a circus.

#### Writing Legibly

3. Have the children write the sentence and then proofread.

#### Alphabet Review (5 minutes)

Have the children trace and then copy the letters at the bottom of the page.

#### Story Sequence



We feed three seals.

#### Alphabet Review

p P m n o p

32

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## 3. Storytime

No selection is assigned because of the length of the lesson. If you wish, read a story of your choice to the class.

## 4. Writing

### Independent Writing (15 minutes)

#### Developing a Writing Goal: Topic

Tell the children that from now on they will be writing by themselves on topics of their choice. They will be sharing their stories with the class. The amount of time spent on a piece of writing will vary from child to child. It is not possible to specify exactly what all the children will be doing during independent writing on any given day. Some may be working on a piece in progress; others may just be starting a piece. (For more on writing in the first-grade program, see Appendix 2.)

#### DIRECTIONS FOR INDEPENDENT WRITING

1. To begin independent writing, you will model choosing a topic and writing. The thinking-aloud session might go something like this:

Say, "Today we're all going to write. I'm going to write, too. Let's see, there are a lot of things I would like to write about. I could write about the funny thing my daughter did the other day—I'd enjoy that. Maybe I could write about the spelling bee that I was in when I was in third grade. I could always draw a picture and then think of something to write about it. I think I'll write about my daughter today."

2. Choose a sheet of paper and a writing instrument. After telling the children to take out paper and writing instruments too, say that they can write about anything they wish. Suggest that they draw pictures and then label or write about the pictures.

It is important that the children understand that they are not expected to spell everything correctly. You can encourage them to try to spell new words in the following ways:

- a. Tell them to spell a word as best they can. They should think about the sounds they hear when they say the word. Then they should write the letters for the sounds.
- b. Let them know that you will help them spell correctly—after they have tried on their own. It is important that they not get into the habit of relying on you to spell for them.



Some children may only be able to represent beginning sounds at this point. This is the usual progression toward conventional spelling:

- a. Beginning sounds
- b. Beginning and final sounds
- c. Beginning and middle and final sounds

Correct vowel spelling will be difficult for children for some time to come. Be sure that they realize that accurate spelling is not the most important thing in their first attempts at writing. What is most important is to get their ideas down on paper. They will learn how to correct their spelling later.

3. Tell them that everyone is going to write for 5 minutes. These are the rules for independent writing:
  - a. Students are not permitted to interrupt the teacher.
  - b. Students must keep the noise level down so that everyone can work.
  - c. Each student must be involved in some writing activity daily.
4. At the end of 5 minutes, pass out folders with the children's names on them. Tell them that they will keep all their writing in the folders. Explain that during the next writing period they can finish what they are working on or start a new story. Show the children where to store their folders.

In order for independent writing to proceed smoothly, interruptions must be kept to a minimum, since you will spend most of your time consulting with individual students. This means, of course, that the legitimate requests children make while writing, such as the need for paper or to sharpen pencils, must be handled in a way that is not disruptive. You might want to establish a writing center in the classroom. There the children will find supplies, the writing-folder storage area, and, later, the publishing supplies. Familiarize your class with the writing area and what it contains. It might be helpful to assign a child each week to check the writing center, making sure that paper, pencils, and any other writing supplies are available.

## Seminar

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Writing sessions are usually followed by seminar, although seminar may precede or be the major focus of independent writing. Three or 4 students will be assigned to give presentations during each seminar. In first grade these sessions will be devoted mainly to the sharing and reading of the children's work and to their classmates' responses to it. You will have to model the questioning and commenting in the early stages.

During seminar the children should have enough room to sit on the floor without touching one another. The seminar leader sits in a chair.

These are some rules for conduct during seminar:

- Rule 1. The leader selects who will respond from among the participants who have raised their hands.
- Rule 2. Seminar participants must listen carefully and provide constructive feedback. They should focus on discussing what was good about a piece and possible ways to improve it.

Model the seminar leader's role for the first seminar. Read what you have written and invite comments or questions.

You will probably have to lead the discussion of your writing yourself. Ask the children what they liked, what they disliked, what they would like to know more about. Tell them that you will use their comments to make your writing better.

Choose 3 children from the class list to be the seminar leaders for lesson 18.

It is important to create an atmosphere of trust, in which the children will freely take risks and share their work with one another. You must take the lead in fostering such an environment.

# Looking Ahead

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1. Duplicate activity sheet 17.
2. Prepare to model Show and Tell for the next writing session.
3. (optional) Prepare and duplicate a homework worksheet with the heading *A seal eats* for the top third of the page and *We eat* for the rest of the page.
4. Cloud Hop, a mat game, is introduced in lesson 17.

S



# “At the Circus” (continued)

## Materials

Wall Sound Card: /ē/  
 Reading Skills Workbook, pages 33–34  
 Activity Sheet 17  
 Game Mat: Cloud Hop  
*The Illustrated Treasury of Children's Literature*,  
 pages 18–26

## Skills

### Decoding

/ē/ Spelled e\_e [I]  
 Blending [P]

### Word Meaning

Homophones [P]

### Structural Analysis

Contractions [P]

### Comprehension

Using Background Knowledge [P]

### Mechanics

Writing Legibly [P]

### Writing

Developing a Writing Goal: Topic [P]

### Listening and Speaking

Participating in Discussions [P]

### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (10 minutes)

### Riddle Me This

The Riddle Me This game reviews sounds by using the names of the wall sound cards. Its purpose is to have the children put together a group of sounds to make a specific word. It is an auditory exercise, not a visual one. If you write the words, the exercise will be confusing because of various spellings for the same sound.

Introduce the game by explaining that a riddle is a "kind of puzzle." Tell the children that you will say the names of several cards and they are to say each card's sound and then blend the sounds into a word. Demonstrate if necessary.

Teacher: "Block E."

Children: "/ē/."

Teacher: "Ticking Clock."

Children: "/t/."

Teacher: "What word did you hear?"

Children: "eat."

Teacher: "Block E."

Children: "/ē/."

Teacher: "Mixer."

Children: "/l/."

Teacher: "What word did you hear?"

Children: "eel."

Do some more of these riddles. For example:

Out of Breath: /h/

Block E: /ē/

Word: *he*

Be Quiet!: /sh/

Block E: /ē/

Word: *she*

## New Sounds and Words (10 minutes)

### /ē/ Spelled e\_e

Sound: /ē/

Spelling: e\_e ("e blank e")

(Explain that the blank means that a consonant goes between the e's.)

Wall sound card: Block E

(You should review all the spellings of Block E that have been presented so far.)

## Word Lines (10–15 minutes)

### Homophones

In line 1, contrast *hear* and *here* by using the words in oral sentences, such as *Do you hear the noise?* and *Please come here.* Write the words *ear* and *hear* on the board. Tell the children that the word *ear* is contained in the word *hear*. Explain that it might help them to remember if they think of the sentence *We hear with our ears.*

### Contractions

In line 3, explain that *here's* is a contraction that means "here is." Remind the children that contractions are a short way to write or say 2 words. Explain again about the apostrophe. (Most children use contractions liberally in their speech. Do not insist that they know what the contractions stand for. They will tend to use and understand them correctly.)

### Blending

LR 1. hē hea\_ he\_e  
hē hear here

WhW 2. thes\_e freeze seas

WhW 3. here's

Play the Detective game to review the words. Use the following clues. Have any remaining words read and erased.

What do you do with your ears? (*hear*)

Come over \_\_\_\_\_. (*here*)

It means "here is." (*here's*)

## Word-Line Sentences (5–10 minutes)

### Blending

1. Wē eat thes\_e real treats.

2. Here's the seat.

Review the sentences.



## Workbook page 33

### Sounds, Spellings, and Words (5 minutes)

#### Reinforcing /ē/ Spelled e\_e

1. Have the children fill in the e\_e spelling. Review the wall sound card.
2. Have the children complete the top of the page by reading, tracing, and copying the words. Remind them to proofread.

#### Dictation (10–15 minutes)

Put a dictation format on the board. Make sure the children have their proofreading pencils ready.

##### Line 1 (sounds alone):

/r/ /ē/ (spelled e\_e) /d/ /l/

##### Line 2 (sounds in position in words: beginning sounds):

eel (ee) meal (m) heel (h\_) weed (w\_)

##### Line 3 (sequence of sounds in words):

feet heat

##### Line 4 (whole words):

real me

##### Line 5 (sentence):

See me.

### Sounds, Spellings, and Words

e\_e

here

these

Decoding

#### Dictation

r e\_e d l

ee m h\_ w\_

feet heat

real me

See me.

Mechanics

Name \_\_\_\_\_

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## Workshop and Remediation

Practice Activities (30–45 minutes)

### Activity Sheet 17: Matching Words to Pictures

#### Activity Sheet 17

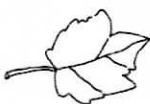
Name \_\_\_\_\_

Print the word that names each picture. Use the word list.

leaf   meal   seeds   trees   seal  
teeth   weeds   deer   street



seal



leaf



meal



seeds



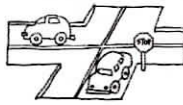
teeth



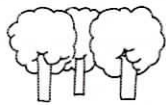
weeds



deer



street



trees

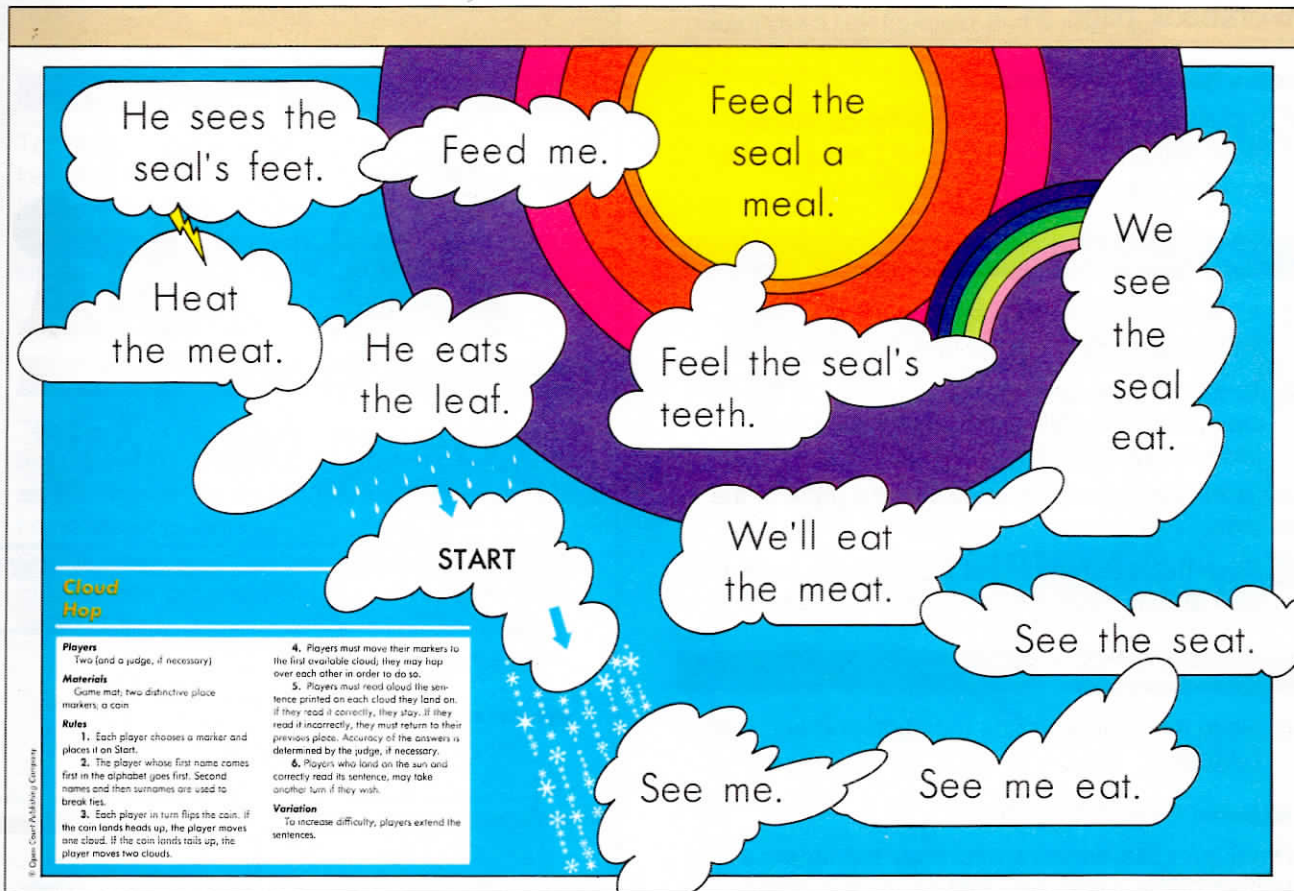
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**Mat Game: Cloud Hop** Introduce the whole group to Cloud Hop. This mat game is played the same way as Star Hop, except that sentences, not words, must be read.

#### Small-Group Instruction

**Dictation** Repeat the lesson's dictation with children who need help with the format or with writing sounds and words.

**Reading** Reread the story sequence with small groups. This will provide extra reading practice and allow you to assess progress.



## Cloud Hop

### Players

Two (and a judge, if necessary)

### Materials

Game mat; two distinctive place markers; a coin

### Rules

1. Each player chooses a marker and places it on Start.
2. The player whose first name comes first in the alphabet goes first. Second names and then surnames are used to break ties.
3. Each player in turn flips the coin. If the coin lands heads up, the player moves one cloud. If the coin lands tails up, the player moves two clouds.
4. Players must move their markers to the first available cloud; they may hop over each other in order to do so.

5. Players must read aloud the sentence printed on each cloud they land on. If they read it correctly, they stay. If they read it incorrectly, they must return to their previous place. Accuracy of the answers is determined by the judge, if necessary.
6. Players who land on the sun, and correctly read its sentence, may take another turn if they wish.

### Variation

To increase difficulty, players extend the sentences.



## 2. Reading

Workbook page 34

### Active Reading (5 minutes)

1. Have the children read the sentence silently. Then call on volunteers to read it aloud. Have another child retell what is happening.

### Using Background Knowledge

2. Allow the children to discuss what the treat is and what kinds of things they consider treats.
3. This is the last segment of the story "At the Circus." Give the children a few minutes to flip back through the story.
4. Call on volunteers to retell favorite parts of the story.
5. Have the children reread their favorite parts. (If time allows, have the entire story reread.)

### Writing Legibly

6. Have the children copy the sentence and then proofread.

### Alphabet Review (5 minutes)

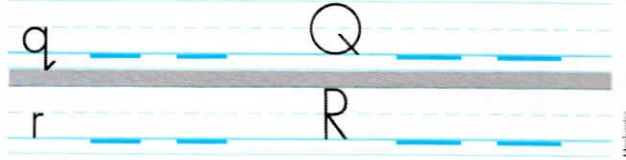
Have the children trace and copy the letters at the bottom of the page. See that all work is proofread.

### Story Sequence



We eat these treats.

### Alphabet Review



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## 3. Storytime

Nursery Rhymes, Anthology  
pages 18–26 (10–15 minutes)

Choose several of the rhymes to read to the children. Invite the children to recite some.

## 4. Writing

### Independent Writing (20 minutes)

#### Developing a Writing Goal: Topic

Tell the children that their folders are not only for keeping all their writing in one place, but also for keeping a list of possible writing topics. Say that they might help one another choose topics to write about.

#### Show and Tell

#### Participating in Discussions

Tell the children that they will have Show and Tell time to help them discover good things to write about. Model Show and Tell for them. Talk about some event or bring in something to show the group. Have the children ask you questions. End your Show and Tell by suggesting a new writing topic.

#### GUIDELINES FOR LEADING SHOW AND TELL

Teacher: "I brought in this doll to show you. I've had it for a long time. It's very special to me. Does anyone have any questions to ask me?"

Child: "Does the doll have a name?"

Teacher: "Her name is Julie. I thought that was the prettiest name when I was small."

Child: "When did you get her?"

Teacher: "I got her for a present when I was 13 years old. I was really too old to be getting dolls, but I had wanted a doll like this since I was very little."

Child: "Who gave her to you?"

Teacher: "Some of my girl friends gave her to me for my birthday, because they knew I had always wanted this kind of a doll. Do you think I've got something to write about?"

Child: "Yes, you can write all about the doll."

Child: "You could draw a picture too."

Teacher: "That's a good idea. I'll write it in my folder."

If the children don't ask questions, ask them yourself. You might say, "You could ask me \_\_\_\_\_."

## 5. Extending the Lesson

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### Homework

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Give each child a sheet of paper on which *A seal eats* is written as a heading for the top third of the page and *We eat* as a heading for the rest of the page. Ask any children who have seen seals being fed at the zoo to tell about it. If necessary, point out that seals in zoos are fed fish.

Discuss with the children the kinds of food they like to eat. If necessary, help them by suggesting foods from the basic food groups, such as bread, meat, cheese, fruits, and vegetables.

Ask the children to look at their homework sheets while you read the 2 partial-sentence headings. Tell them that they are to draw a picture to complete the first sentence. Ask them to look in magazines to find pictures to complete the second sentence. They should glue the appropriate pictures to the paper.

## Looking Ahead

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1. Duplicate activity sheet 18.
2. Prepare a tick-tack-toe grid and duplicate it so that each child will have a copy.
3. Write the lines from "At the Circus" on the board or on chart paper.
4. Prepare to give half the children in the class the storybook *Eat* and the other half the storybook *We Feed a Deer*.



# “At the Circus” (continued)

## Materials

Reading Skills Workbook, pages 35–36  
Activity Sheet 18  
Tick-Tack-Toe Grids (optional)  
Storybooks: *Eat* and *We Feed a Deer*

## Skills

### Structural Analysis

Contractions [P]  
Inflectional Endings [P]

### Decoding

Blending [P]  
Initial Consonants and Vowels [P]

### Word Meaning

Matching Definitions with Words [P]

### Mechanics

Writing Legibly [P]

### Listening and Speaking

Participating in Discussions [P]

### Study and Research

Alphabetical Order [P]

#### Key to Skill Codes

[I] = Introduction      [P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Riddle Me This

Play Riddle Me This. Remember that it is an auditory activity, so don't write the words on the board. Tell the children that they are to say the sound after you say each card name. When you've given all the sounds, ask, "What word did you hear?" Some examples follow. You may want to add several more.

Flat Tire: /s/

Block E: /ē/

Word: *see* (or *sea*)

Lariat: /w/

Block E: /ē/

Knocking on the Door: /d/

Word: *weed*

Frightened Cat: /f/

Block E: /ē/

Ticking Clock: /t/

Word: *feet*

Be Quiet!: /sh/

Block E: /ē/

Ticking Clock: /t/

Word: *sheet*

Out of Breath: /h/

Block E: /ē/

Roaring Lion: /r/

Word: *here* (or *hear*)

## Word Lines (15 minutes)

### Contractions

In line 1, review the contractions *he'll*, *she'll*, and *we'll*.

In line 2, remind the children that each of these words has the -s ending.

### Blending

WhW 1. *hē'll* *shē'll* *wē'll*

WhW 2. *feels* *heals* *fears*

WhW 3. *treat* *feast* *meal*

### Matching Definitions with Words

Using the following clues, play the Detective game to review the words. Have the remaining words read and erased.

A big, special meal. (*feast*)

It means "we will." (*we'll*)

Breakfast is a \_\_\_\_\_. (*meal*)

Something special to eat, like ice cream. (*treat*)

When a cut on your finger gets better, it \_\_\_\_\_. (*heals*)

It means "she will." (*she'll*)

## Word-Line Sentences (10 minutes)

### Inflectional Endings

In sentence 1, tell the children that the mark, or apostrophe, and s in the word *deer's* shows that something belongs to that deer. In this sentence, *deer's feet* means "the feet of the deer." To help the children understand the possessive, you might go around the room saying things like *Susan's pencil*, *Juan's shoes*, *Alice's book*, and so on. Explain the phrases.

### Blending

1. Wē see the deer's feet.
2. Shē'll eat the meal.

Review the sentences.

## Sound Response Card Drill (10 minutes)

### Initial Consonants and Vowels

GRAY, ORANGE, WHITE, AND YELLOW CARDS:

#### Level 1 drill:

/ē/ /sh/ /r/ /d/ /t/ /z/

#### Level 2B drill:

desk east ship reach zipper tool ring  
sharp zone tame dime eel



Workbook page 35

Sounds and Sentences (5 minutes)

Writing Legibly

1. Have the children read and copy the sentences at the top of the page.
2. Call on volunteers to tell, in their own words, what the sentences mean.
3. You may wish to extend this activity by giving the children drawing paper and letting them illustrate the sentences.

Sounds and Sentences

He leads the seal.

The deer eats a leaf.

Decoding

Picture Exercise



meat

feet

heat



seal

leaf

heal

Skills and Research

feet

seal

Name \_\_\_\_\_

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**Picture Exercise (10 minutes)**

This is the first picture exercise, one of several testing formats that appear in the children's workbooks. Picture exercises are intended to familiarize children with testing formats as well as to provide you with the opportunity of checking the children's progress. Introduce the exercise on the chalkboard or overhead. (If you are using the board, draw or use pictures of feet and a seal.) Use the same format as that used in the children's workbooks.

**DIRECTIONS FOR PRESENTING PICTURE EXERCISES**

1. All workbooks should be closed. Have the children read aloud and informally define or use in a sentence each of the words in the first exercise (*meat, feet, heat*). Ask them to decide which word goes with the picture. Have a child go to the board and underline the word the class has selected. Do the same for the second picture.
2. When the 2 correct words (*feet* and *seal*) have been underlined, have a child go to the board and write each word on the guidelines beneath its picture. Proofread. (You may prefer to choose a different child for each picture.)
3. Erase the exercise and have the children open their workbooks. Let them complete the exercise independently.
4. Circulate among the children to check their work.

You should continue to present the picture exercises on the board until you think that most of the children are able to do it on their own. Eliminate the board presentation as early as possible. You can preteach the picture exercises at the board in workshop to those who continue to need the initial presentation.

## Workbook page 36

### Story Sequence (Review) (10 minutes)

#### Participating in Discussions

1. Have the children discuss each picture taken from the "At the Circus" story sequence.

#### Writing Legibly

2. Have them look back and find the sentence that goes with each picture. Have a volunteer read each sentence. Then have the children write the sentence in the space provided. Remind them to proofread.
3. As an alternative to this activity, you might let the children write original sentences (or from memory), rather than copy the sentences from the text.

### Alphabet Review (5 minutes)

#### Alphabetical Order

On the bottom of page 36, have the children trace the printed letters and fill in the missing ones. Remind those who need help to use the classroom alphabet or to sing the "Alphabet Song."

This exercise, like all the others in the workbook, should be completed as a whole-group teaching activity. The workbook pages are not meant to be independent activities.

#### Story Sequence: Review



1. We hear the seal.
2. We feel the seal.
3. We feed three seals.

#### Alphabet Review

a b c d e f g h i  
j k l m n o p q r



## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 18: Completing Sentences with a Word

#### Whole-Group Workshop

A special whole-group workshop is suggested. If there is time after the group activities, allow the children a free choice of workshop activities for the remainder of the period. They might work alone, with a partner, or in a small group. You may need to suggest options.

#### Activity Sheet 18

Name \_\_\_\_\_

Underline the word that completes each sentence.

Then print that word in the blank.

1. We feed a deer.  
feed team

2. See me eat meat.  
eat read

3. We see a weed.  
see deer

4. We freeze meat.  
meat leaf

Turn the paper over and draw your favorite sentence.

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**Sound Flash Card Tick-Tack-Toe (15 minutes)**

1. Pass out prepared tick-tack-toe grids. (The children might make their own, if you prefer.) Choose 12 sound flash cards. Hold them up and have the children fill in the tick-tack-toe grids with 9 of the spellings.
2. Say each sound. The children cross out the spelling that goes with the sound. (For /ē/ they can cross out only 1 of the spellings each time.)
3. A child who gets 3 in a row horizontally, vertically, or diagonally wins the game. Keep playing until several children have 3 in a row.
4. Play the game for about 10 minutes. For each new game, choose 12 of the flash cards and have the children make new grids.

**Story Review (10 minutes)** Write the lines for "At the Circus" on the board or on chart paper. Have the children reread the story in unison. Then have individuals read the sentences aloud.

**Free-Choice Workshops**

We will be suggesting "free choice" workshops periodically. It is valuable for the children to learn to make good choices, to understand the organization and care of materials, to share and cooperate with others, and to use directly taught skills in a self-teaching situation.

We suggest that only a few rules apply to workshop. You may want to implement others for your class. Review these rules with the class before they make their choices:

1. Be polite.
2. Share.
3. Whisper.
4. Take the first thing you touch, finish using it, and put it back in its proper place.

## 2. Reading

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### General Guidelines for Storybooks

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The Open Court Storybooks are intended to provide extra reading practice and the experience of reading a complete book independently. Each storybook is written with words already presented or words composed of sounds and spellings previously introduced in the lessons. Any words or print conventions that require special presentation are written on the inside front cover of the particular storybook. You will probably want to present these words at the board at the time you introduce a storybook to the whole group.

Beginning with lesson 18, 2 new storybooks are introduced approximately every 10 lessons at the 1:1 level. Fifteen copies of each title are provided so that half your class can read one book while the other half read the other title. During the period of 10 or so lessons the groups will exchange books. Ideally, each child will read 2 storybooks about every 2 weeks. You should of course pace the introduction of the Storybooks to meet the needs of your group. The suggested procedure for introducing the Storybooks is outlined as follows.

### Reading the Storybooks

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The children are to read the Storybooks independently. If your schedule permits, you might allow a 10–15 minute reading time each day, or you might suggest that the children read during workshop, after they finish their assigned work. The beginning of the day, before the opening exercises, is also a good time for storybook reading. We strongly suggest that you allow the children to take storybooks home to read independently and then to their parents. Parents might sign a note indicating that the child has read the book. In this way, you can be sure that the children are indeed doing the reading.



## Discussing the Storybooks

You will find the following management system helpful when you meet with groups to discuss the Storybooks. You will need to have 4 discussion groups approximately every 10 lessons. You may use the small-group instruction time slot during workshop to hold these discussions. Assuming a 10-lesson time span, at most 4 days out of 10 will need to be set aside for storybook discussion. You will still have time for meeting individual and small group needs during workshop. Discussing and reading the Storybooks with the children will also be valuable for diagnosing individual progress.

### DIRECTIONS FOR MEETING WITH SMALL GROUPS FOR STORYBOOK

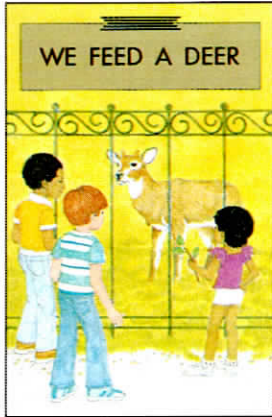
1. Have a volunteer retell the story. Allow the others to add to or correct the retellings. You may need to model this at first. For the longer Storybooks it might be best to do this summing up of the story in parts. Suggest that the children use the illustrations to guide their retellings.
2. Have the children take turns reading the storybook aloud. For the longer books, rather than read the whole book, you might ask children to read specific parts aloud.
3. Ask specific questions about the story to clarify the meaning of words or parts of the story, to assist the children's retellings, and to encourage discussion. Have the children refer to the story to justify their answers when appropriate.
4. Have the children relate the stories to their own experiences. Also note potential writing topics as they occur.

It is not necessary to have every child read every word of every book to you individually. Reading portions of the books during group discussion is sufficient. This is especially true if the children are reading the books to their parents. If you have a volunteer or an aide in your classroom, you may have every child read individually.



### Introducing the Storybook *Eat*

1. Pass out copies of the first storybook, *Eat*. The children should share the books so that everyone can see a copy.
2. Tell the children that the title of the book is *Eat*. Turn to the title page and point out the author's and the illustrator's names.
3. Let the children look through the first few pages of the books. Give them 2 to 3 minutes to do so. Let them discuss what the book is about.



4. Explain the use of quotation marks, saying, "When we see a pair of marks like these ("and") around words, it means that someone in the story is saying those words aloud. The marks are called *quotation marks*." Have the children turn to page 3 of the storybook. Show them that the boy touching the antlers is saying these words: *Feel these*.
5. Give the books to a group of children to read independently. Tell them to find out what kinds of things the deer eats. Tell the others that they will also have a chance to read the book.

#### Introducing the Storybook *We Feed a Deer*

1. Pass out copies of the storybook *We Feed a Deer* for groups to share. Build the title on the board by having the children sound and blend with you. Turn to the title page and point out the author's and the illustrator's names.
2. Give the children a few minutes to look through the book. Ask them what the book is about.
3. Review the possessives *deer's feet* and *deer's teeth*. Remind the children what an apostrophe plus s means.

## 3. Storytime

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No story is assigned for this lesson. If time allows, read a story of your choice to the group.

## 4. Writing

### Independent Writing (10 minutes)

1. Tell the children what writing you are going to work on during this time. We suggest working on your story from the last lesson to show that a piece isn't necessarily completed in one sitting.
2. Have the children get out their writing folders, choose paper and a writing instrument, and begin writing. Remind them that they can continue to work on yesterday's writing or begin a new piece.

**Teaching Tip** Encourage the children to draw a picture as a way of bringing their writing topic into focus. Remind them to try to spell as well as they can.

3. After writing for several minutes, begin circulating among the children. Hold brief conferences during which you should:
  - acknowledge the content (picture and words).
  - express an interest in learning more about the topic.
  - ask the children what they plan to do next and offer suggestions if the children have none.
  - help the children write words or write the children's dictated words.
4. Here is a model of a conference dialogue:

Teacher: "I like this picture of a cat. Tell me about it."  
Child: "This is my cat. Her name is Alice."  
Teacher: "What kinds of things should we know about Alice?"  
Child: "She likes to chase our other cat, Ben."  
Teacher: "Maybe you could put that in the picture. Could you write Alice's name?"  
Child: "/I, L." (Child writes I.)  
Teacher: "What do you hear next?"  
Child: "/s/, S." (Child writes s.) "Alice."  
Teacher: "That's a very good try. What do you think you'll do next?"  
Child: "Maybe draw Ben and write it."  
Teacher: "That sounds good."
5. Be sure to have conferences with the children who are scheduled to be seminar leaders for this lesson. This will help prepare them.
6. Assign 2 or 3 children to participate in Show and Tell for lesson 19.



## Seminar

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1. Have the seminar leaders share their work. (If you think the children need you to model the sharing again, do so.)
2. Remind each leader to ask for comments. Be prepared to model. First say something you like about the work and then ask a question for clarification.
3. Assign the next 3 seminar leaders.

## Looking Ahead

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1. Duplicate activity sheet 19.
2. Word-Line Cards will be introduced in lesson 19.

# Unit 3

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## Broader Experiences

### Reading Fluency

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In unit 3 the children continue to read story sequences in the workbook. New sounds and spellings introduced are used in the stories along with previously learned sounds and spellings. Oral reading of these stories focuses on fluency and expression.

In addition to the stories, the children read their first poems. Choral reading of poems is suggested as a way to build fluency and expression. This technique allows children to participate regardless of their reading ability.

### Test Taking

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In unit 3 the children are introduced to the standardized test-taking format of multiple choice. Two types of exercises are provided in the workbook: one requires the children to choose which of 3 words best goes with a picture; the other requires them to mark a target word. For both, the children use a standardized-test marking pattern.

## Comprehension

While the purpose of the story sequences is to build fluency, the children also work on comprehension by retelling what they have already read and predicting what will happen next. Children continue to discuss each story and relate it to their own experiences.

Storytime provides another opportunity for work on comprehension and critical listening. These stories, in contrast to those read by the children, are longer and more complex. Because you read the stories, all the children's thinking can be directed toward understanding and discussing them. Children are encouraged to ask questions about what they don't understand, to predict what will happen, and to retell episodes.

Up to this point, all storytime selections have been from *The Illustrated Treasury of Children's Literature*. Since this anthology is a collection of traditional children's literature, we periodically suggest that you and your class choose books of a more contemporary nature or books about a particular topic. To help you make your selections, a list of Caldecott Medal and Honor Books is provided in an appendix to this guide. While this read-aloud time is labeled "Caldecott Award Winner," your choices are not limited to this list. A librarian can make other suggestions or you might ask your children to suggest books for Storytime.

Reading a variety of contemporary pieces allows you to include realistic stories as well as fantasies during storytime. This will expose children to a wide variety of writing and illustration styles.

## Writing

Writing during unit 3 continues to focus on choosing topics. In addition to Show and Tell, the children are encouraged to discuss potential topics with each other.

At this point children are beginning to develop their writing abilities. As the year progresses they will publish stories they have written; in this unit they begin writing in booklets and sharing their stories with the class during seminar.

Now that children have been introduced to Independent Writing and Seminar, they will begin to edit and revise their writing. Editing starts at a simple proofreading level by having the children look for and correct misspellings of familiar words. Through their phonics, they have learned many long-vowel spellings. Words with these spellings are the focus of early proofreading. It is very important, however, for the children to understand that you do *not* expect them to spell everything correctly. As they learn additional new spellings, they will be expected to incorporate this knowledge into their editing. Until then, continue to encourage them to write using the natural strategy of invented spellings.

Writing will become a natural, much-enjoyed activity if a few simple rules to get it off to the right start are followed.

1. Respect the vast range of individual differences among children. Some may only draw pictures; others may prefer, and be able, to start out with words.
2. Show a keen interest in what each child has to say and encourage class members to do the same. When children say they can't think of a topic, what they usually need is assurance that you are genuinely interested in anything they want to share. Encourage them to look for topics in their own experience, in what they read or hear read to them, and in what they hear in seminar.
3. Keep a light touch. Help each child produce something rewarding and fun. Guard against writing's becoming a worrisome chore. A child who dreads writing cannot become a good writer.



# Unit 3 Scope and Sequence

**Lesson 19**  
The Wild Beast  
Teacher's Guide,  
pages 246–252

**Lesson 20**  
The Wild Beast  
(continued)  
Teacher's Guide,  
pages 253–260

**Lesson 21**  
The Wild Beast  
(continued)  
Teacher's Guide,  
pages 261–269

**Lesson 22**  
The Wild Beast  
(continued)  
Teacher's Guide,  
pages 270–276

**Lesson 23**  
The Wild Beast  
(continued)  
Teacher's Guide,  
pages 277–283

**Lesson 24**  
The Wild Beast  
(continued)  
Teacher's Guide,  
pages 284–291

**Lesson 25**  
The Wild Beast  
(continued)  
Teacher's Guide,  
pages 292–298

**Lesson 26**  
The Wild Beast  
(continued)  
Teacher's Guide,  
pages 299–306

**Lesson 27**  
The Wild Beast  
(continued)  
Teacher's Guide,  
pages 307–314

**Lesson 28**  
Night, Night  
Teacher's Guide,  
pages 315–322

**Lesson 29**  
My Dream  
Teacher's Guide,  
pages 323–331

| Literature                           | Comprehension                                                                    | Visual and Auditory Recognition     | Decoding                                                                                            | Word Meaning                                                                     |
|--------------------------------------|----------------------------------------------------------------------------------|-------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Storytime: Folk Tale                 | Using Background Knowledge                                                       |                                     | /t/ Spelled <i>t</i><br>Blending                                                                    |                                                                                  |
| Storytime: Folk Tale                 |                                                                                  | Activity Sheet 20:<br>Rhyming Words | /b/ Spelled <i>b</i><br>Blending<br>Final Consonants                                                | Matching Definitions<br>with Words<br>Homophones                                 |
| Storytime: Poetry                    | Predicting Outcomes                                                              |                                     | /i/ Spelled <i>_y</i><br>Blending                                                                   | Activity Sheet 21:<br>Completing Sentences                                       |
| Storytime: Poetry                    | Drawing Conclusions<br>Activity Sheet 22:<br>Matching Sentences<br>with Pictures |                                     | /n/ Spelled <i>n</i><br>Blending<br>Initial Consonants                                              | Matching Definitions<br>with Words                                               |
| Storytime: Caldecott<br>Award-Winner | Drawing Conclusions                                                              |                                     | /i/ Spelled <i>_ie</i><br>Blending                                                                  | Activity Sheet 23:<br>Matching Words<br>with Pictures                            |
| Storytime: Caldecott<br>Award-Winner | Drawing Conclusions                                                              |                                     | Blending<br>Initial Consonants                                                                      | Matching Definitions<br>with Words<br>Activity Sheet 24:<br>Completing Sentences |
| Storytime: Caldecott<br>Award-Winner | Activity Sheet 25:<br>Matching Sentences<br>with Pictures                        |                                     | /i/ Spelled <i>_e</i><br>Blending                                                                   |                                                                                  |
| Storytime: Poetry                    | Predicting Outcomes<br>Using Background<br>Knowledge                             |                                     | /p/ Spelled <i>p</i><br>Blending<br>Final Vowels<br>Medial Vowels<br>Activity Sheet 26:<br>/s/, /z/ | Matching Definitions<br>with Words                                               |
| Storytime: Poetry                    |                                                                                  |                                     | /v/ Spelled <i>v</i><br>Blending<br>Sight Words                                                     | Activity Sheet 27:<br>Completing Sentences                                       |
| Rhyme<br>Storytime: Poetry           |                                                                                  |                                     | /i/ Spelled <i>_igh</i><br>Blending<br>Sight Words<br>Initial Consonants                            | Antonyms<br>Activity Sheet 28:<br>Matching Words<br>with Pictures                |
| Rhyme<br>Storytime: Poetry           | Using Background<br>Knowledge                                                    | Activity Sheet 29:<br>Rhyming Words | Blending                                                                                            |                                                                                  |



**Key**

I Introduction    R Review  
 U Upgrade        M Maintenance  
 P Practice        D Direct Teaching Only

| Structural Analysis  | Study and Research                                                           | Writing                             | Mechanics       | Listening and Speaking                                                                                                  |
|----------------------|------------------------------------------------------------------------------|-------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------|
| Contractions         | Activity Sheet 19:<br>Alphabetical Order                                     | Developing a Writing<br>Goal: Topic | Writing Legibly | Active Reading<br>Participating in<br>Discussions<br>Storytime<br>Show and Tell                                         |
|                      |                                                                              |                                     | Writing Legibly | Participating in<br>Dramatization [I]<br>Reading Fluently and<br>Expressively<br>Active Reading<br>Storytime<br>Seminar |
|                      | Alphabetical Order                                                           | Developing a Writing<br>Goal: Topic | Writing Legibly | Participating in<br>Discussions<br>Active Reading<br>Storytime<br>Seminar                                               |
|                      |                                                                              |                                     | Writing Legibly | Active Reading<br>Storytime                                                                                             |
| Inflectional Endings | Alphabetical Order                                                           |                                     | Writing Legibly | Active Reading<br>Storytime                                                                                             |
|                      | Learning Test Taking<br>Techniques: Testing<br>Formats<br>Alphabetical Order |                                     | Writing Legibly | Active Reading<br>Storytime<br>Seminar                                                                                  |
|                      | Alphabetical Order                                                           |                                     | Writing Legibly | Participating in<br>Discussions<br>Reading Fluently and<br>Expressively<br>Active Reading<br>Show and Tell<br>Storytime |
|                      | Learning Test Taking<br>Techniques: Testing<br>Formats                       |                                     | Writing Legibly | Active Reading<br>Storybook<br>Storytime                                                                                |
| Contractions         |                                                                              | Evaluating and Revising [I]         |                 | Reading Fluently and<br>Expressively<br>Active Reading<br>Storytime                                                     |
|                      |                                                                              | Evaluating and Revising             |                 | Reading Fluently and<br>Expressively<br>Active Reading<br>Storytime                                                     |
| Inflectional Endings | Learning Test Taking<br>Techniques: Testing<br>Formats                       | Evaluating and Revising             |                 | Active Reading<br>Storytime<br>Seminar                                                                                  |



# “The Wild Beast”

## Materials

Wall Sound Card: /i/  
 Reading Skills Workbook, pages 37–38  
 Activity Sheet 19  
 Word-Line Cards  
*The Illustrated Treasury of Children's Literature*,  
 pages 69–73

## Skills

### Decoding

/i/ Spelled i [P]  
 Blending [P]

### Structural Analysis

Contractions [P]

### Comprehension

Using Background Knowledge [P]

### Mechanics

Writing Legibly [P]

### Study and Research

Alphabetical Order [P]

### Listening and Speaking

Participating in Discussions [P]

### Writing

Developing a Writing Goal: Topic [P]

### Key to Skill Codes

[I] = Introduction      [P] = Practice



# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Wall Sound Card Drill

Review the wall sound cards introduced so far, concentrating on those presented most recently. Touch some of the pictures with a pointer and have the children name the cards. Touch the bottom portion of a few cards and have the children say the appropriate sounds. Finally, touch specific spellings and have the children name them.

## New Sounds and Words (10 minutes)

### /i/ Spelled i

Remind the children that in the last episode of the story Lisa and her friends were at the zoo, looking for a clue to help them find the next block. Lead them to recall that the zoo keeper in the zoo nursery told Lisa and her friends to make a beeline for the ivy on the wall of the monkey house. Then read the next installment.

Pete and the others followed the bee straight to the monkey house. The bee landed on a beautiful pink flower.

Sue looked at the bee. "You silly bee," she said. "You didn't lead us to ivy. You led us to some flowers."

"Look behind the flowers!" shouted Lisa. "Ivy is climbing the walls of the monkey house. This must be the right place!"

All of Lisa's friends looked in the ivy. "Here it is!" called Mike. "I've found it. I've found the alphabet block. Here's **Block I**: /i/ [pause], /i/."

Sound: /i/

Sound at the beginning of *island*, *ice*

Sound at the end of *cry*, *tie*, *pie*

Spelling: i ("i mark")

Wall sound card: Block i

## Word Lines (10–15 minutes)

In line 1, explain to the children that the word *I* is always capitalized.

### Contractions

In line 3 all the words are contractions. Point this out to the children and tell them the 2 words each contraction stands for.

### Blending

WhW 1. I mē

WhW 2. hī wild mild

WhW 3. I'm I'd I'll

Play the Detective game, using these clues. Have the remaining words read and erased.

It means *I am*. (I'm)

It means "not tame." (wild)

Another word for *hello*. (hi)

It means *I would*. (I'd)

It means *I will* or *I shall*. (I'll)

## Word-Line Sentences (10 minutes)

### Blending

Sentence 3 is optional. You might want to have it blended to provide extra practice for your group—either for slower or faster groups.

1. I see a wild deer.
2. Hi, I'm Lee. I'm Dee.
3. (optional) I'll eat the meal.

Review the sentences.

## Workbook page 37

### Sounds and Spellings (5–10 minutes)

#### Reinforcing /i/ Spelled i

All spellings for /i/ except "i mark" are screened on this page. You will be returning to this page to have the children fill in the other spellings as they are taught.

Because you will be doing dictation this lesson, there are no words to trace and copy. You will have the children practice writing words with the new spelling on their slates or on paper.

1. Review the Block / wall sound card and the i mark spelling. Tell the children that they will be learning the other spellings for /i/ later on.
2. Write these words on the board: *I, I'm, I'll, hi, wild, mild*. Have the children read and then write the words on their slates or on paper.



i

i\_e

\_igh

\_y      \_ie

Sounds and Spellings

**Dictation**

ea    h\_    w\_    th

---

ea    r    d    L

---

seat    here

---

hear    seal

---

Hear me read.

Name \_\_\_\_\_

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### Dictation (15 minutes)

If the children need an initial presentation of the dictation before doing the exercise in their workbooks, be sure to provide it. Have volunteers take dictation at the board while the others practice either on their slates or on paper. Erase the board presentation before having the children take dictation in their workbooks. If most of the class is comfortable with dictation, it is far better to provide the initial presentation only to the children who need it, in a workshop before the workbook presentation.

1. Put a sample dictation format on the chalkboard. Refer to it often so that the children will be able to keep their places.
2. Put proofreading samples on the board as you go along.

#### Line 1 (sounds alone):

/ē/ spelled ea /h/ /w/ /th/

#### Line 2 (sounds at the beginning of words):

eat (ea) real (r) deer (d) Lee (L)

#### Line 3 (sequence of sounds in words):

seat here

#### Line 4 (whole words):

hear seal

#### Line 5 (sentence):

Hear me read.

## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 19: Alphabetical Order

### Activity Sheet 19

Name \_\_\_\_\_

---

Look at the first letter in each group of words.  
Print the word that comes first in the order of the alphabet.

a b c d e f g h i j k l m n o p q r s t u v w x y z

|                                                                                                                                           |                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <div style="display: flex; flex-direction: column; gap: 5px;"> <div>read _____</div> <div>weeds _____</div> <div>these _____</div> </div> | <div style="display: flex; flex-direction: column; gap: 5px;"> <div>here _____</div> <div>freeze _____</div> <div>steal _____</div> </div> |
| <div style="display: flex; flex-direction: column; gap: 5px;"> <div>seeds _____</div> <div>dear _____</div> <div>fear _____</div> </div>  | <div style="display: flex; flex-direction: column; gap: 5px;"> <div>real _____</div> <div>street _____</div> <div>deer _____</div> </div>  |

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**Individual Sound Card Drill—Level 4: Naming Pictures from Spellings** Introduce the level 4 drill. The leader flashes the spelling side of the cards and the partner(s) name the wall sound card that has the spelling(s). The children now know 4 drills: level 1 (naming pictures); level 2 (saying sounds from spellings); level 3 (saying sounds from pictures); and level 4 (naming pictures from spellings).

**Word-Line Cards** Starting with this lesson, cards reviewing the lesson's word lines are available. Let the children work individually, in pairs, or in groups of 3 or 4 to review the word lines. For this workshop have them work in groups of 3. They should take turns reading the words to each other, giving clues to find certain words, dictating words, and using the words in sentences.

#### **Small-Group Instruction**

**Word Patterns** Children who have difficulty sounding and blending individual sounds might be taught to look for patterns in words. Use words with *eat* in them—*eat, seat, heat, meat*—to point out the *eat* pattern. Show them other common patterns—*eed, ead, eet*, and so on. This technique should be reserved for children for whom sounding and blending is truly difficult.

**Dictation** Repeat the lesson's dictation.

**Word Lines** Preteach the /b/ sound and word lines for lesson 20 to those children who will benefit from such an introduction.

**Reading** Meet with groups to read the storybooks. Also meet with groups to give them a storybook to read.

**Word-Line Sentences** Reteach word lines and word-line sentences to any children who need an extra session.

## 2. Reading

Workbook page 38

### Active Reading (5–10 minutes)

1. Have the children read the sentences under the picture silently. Then have the sentences read in unison before calling on volunteers to read them aloud.

### Using Background Knowledge

2. Ask the children if they know what a wild beast is. Have them give examples of what they would and would not consider a wild beast.

### Writing Legibly

3. Have them write the sentences in the space provided. Remind them to proofread.

### Alphabet Review (5 minutes)

#### Alphabetical Order

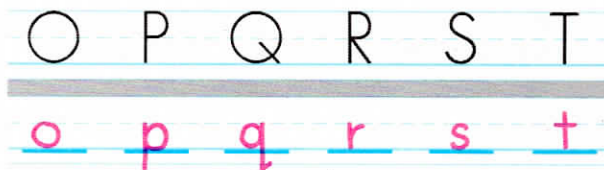
Have the children trace and name the capital letters. Then have them write the small-letter counterparts in the spaces below.

#### Story Sequence: The Wild Beast



Hi, I'm Lee. I'm Dee.

#### Alphabet Review



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## 3. Storytime

"The Story of the Three Bears,"  
Anthology pages 69–73 (15 minutes)

After reading the story, have the children recall their favorite parts.

## 4. Writing

### Independent Writing (20 minutes)

#### Participating in Discussions

**Show and Tell** Help the children who are doing their Show and Tell discover good topics. Write these topics in their folders for them. Model asking questions if the group is reluctant.

Assign 2 or 3 children for the next Show and Tell.

#### Developing a Writing Goal: Topic

1. Have the children write on any topic they wish. Participate yourself by spending a few minutes writing.
2. After several minutes, circulate and hold conferences with individual children. Meet with those who will be seminar leaders in lesson 20. (Note that seminar will be held at the start of the next independent writing.)

## Looking Ahead

1. Duplicate activity sheet 20.
2. Prepare sound response cards /b/ and /f/ for each child's set.
3. (optional) To prepare for the homework assignment in lesson 20, write these words on the board before class starts: *I, we, she'll, he'll, see, feed, a, the, wild, beast, seal.*
4. Select 1 or 2 Caldecott Award-winning books to read to the class during storytime in lessons 23–25. (See the list in Appendix 5.)
5. Word list 2 will be introduced in lesson 20.



# “The Wild Beast” (continued)

## Materials

Wall Sound Card: /b/  
 Sound Response Cards: /b/ and /i/  
 Reading Skills Workbook, pages 39–40  
 Activity Sheet 20  
 Word List 2  
*The Illustrated Treasury of Children’s Literature*,  
 pages 69–73

## Skills

### Decoding

/b/ Spelled b [I]  
 Blending [P]  
 Final Consonants [P]

### Word Meaning

Homophones [P]  
 Matching Definitions with Words [P]

### Listening and Speaking

Reading Fluently and Expressively [P]  
 Participating in Dramatizations [I]

### Mechanics

Writing Legibly [P]

### Key to Skill Codes

[I] = Introduction      [P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Riddle Me This

Use these examples. You may add more words if you wish.

Out of Breath /h/, Block E /ē/, Ticking Clock /t/:  
*heat*

Lariat /w/, Block I /ī/, Mixer /l/, Knocking on  
the Door /d/: *wild*

Frightened Cat /f/, Roaring Lion /r/, Block E /ē/:  
*free*

Be Quiet! /sh/, Block E /ē/, Ticking Clock /t/:  
*sheet*

Out of Breath /h/, Block I /ī/: *hi*

Frightened Cat /f/, Mixer /l/, Block E /ē/, Buzz-  
ing Bee /z/: *fleas*

## New Sounds and Words (10 minutes)

### b Spelled b

"Let's take the Block I home and put it with the Block E," said Lisa. "Then we can look for the other 3 blocks."

On the way out of the zoo, Lisa and her friends passed the small mammal house where the zoo veterinarian was examining some animals. As the animal doctor put the last animal back into its cage, he waved and said "hi" to everyone.

Drew looked at the stethoscope the veterinarian was wearing. "Does that stethoscope work for people as well as animals?" he asked.

"Come here and open your shirt," the doctor replied. "We'll find out." Drew opened his shirt, and the doctor put the stethoscope against his chest.

"I can hear your heart pumping blood through your body," said the doctor. "Your heart goes /b/, /b/ [pause], /b/, /b/ [pause]. Would you like to hear it too?"

"I'd like that a lot," said Drew with a smile.

The doctor put the earpieces of the stethoscope into Drew's ears. Then he pressed the stethoscope against Drew's chest. Drew listened. He heard his **beating heart**: /b/, /b/, /b/, /b/, /b/, /b/.

Sound: /b/

Sound at the beginning of *beat, best, Becky*

Sound at the end of *tub, cab, sob*

Spelling: *b*

Wall sound card: Beating Heart

## Word Lines (10–15 minutes)

### Homophones

In line 1, point out the difference between *be* and *bee* and *beat* and *beet* by using the words in sentences. For example: *I'll be home soon. The bee is buzzing near the flower. We beat the eggs to make the cake. The beet is growing in the garden.*

### Blending

After blending line 2, point out how the *s* says /z/ at the end of *beads* and /s/ at the end of *beets*. In line 3, review the contractions.

LR 1. bē bee bea\_ bee\_  
1. bē bee beat beet

LH 2. bee\_ bea\_ bea\_ bee\_  
beef beast beads beets

WhW 3. we're shē's hē's

### Matching Definitions with Words

Play the Detective game to review the words. Use the following clues. Then have volunteers read and erase the remaining words.

- A buzzing insect. (*bee*)
- A kind of meat. (*beef*)
- It means *we are*. (*we're*)
- A wild animal. (*beast*)
- A necklace can be made of them. (*beads*)

## Word-Line Sentences (10 minutes)

### Blending

1. Hē'll eat the beef.
2. Wē see a wild beast.
3. (optional) Wē eat the beets.

Review the sentences by having volunteers choose a sentence to read and erase.

## Sound Response Card Drill (10 minutes)

### Final Consonants

Hand out the response cards for /b/ and /t/, which are gray and yellow, respectively.

GRAY CARDS

Level 1 drill:

/m/ /h/ /d/ /t/ /l/ /b/

Level 2E drill (sounds at the end of words):

weed heel stab neat stream room  
right real read fib seem light  
Neal wild



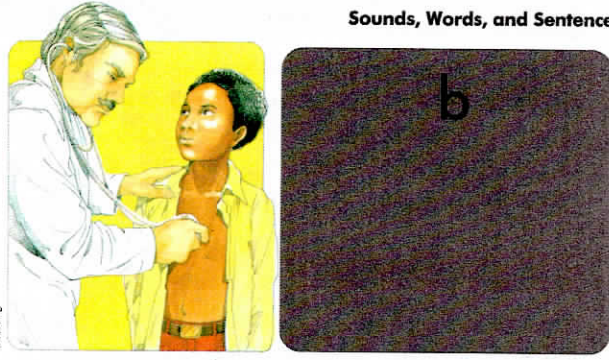
Workbook page 39

Sounds, Words, and Sentence (10 minutes)

Reinforcing /b/ Spelled b

1. Review the wall sound card.
2. Have the children read the words and the sentence and then complete the page.

Sounds, Words, and Sentence



b B

be beast

beat bead

I'll eat the beets.

Name \_\_\_\_\_

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## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 20: Matching Rhyming Words

**Word List 2** Have the children work in pairs reading the words and dictating them to each other. This list covers lessons 11–20.

#### Small-Group Instruction

**Dictation** Preteach the dictation for lesson 21 to children who need a full initial presentation before taking dictation in their workbooks.

**Word Lines** Preteach the "blank y mark" spelling and the word lines for lesson 21.

**Reading** Read a storybook with a group of children who are ready.

**Sound Flash Cards** To review all the sounds and spellings taught, use these cards with small groups of children.

**Word-Line Cards** Use these cards to read words with small groups or with individuals. Reteach any sound-spellings that seem to cause difficulty.

**Word-Line Sentence Cards** Use these cards to help individuals or small groups read sentences. Give the very easy sentences to those who are not very fluent so as to encourage fluency and smooth reading. Encourage the children to extend the sentences.

**Word Patterns** Continue to teach the children who are having difficulty with individual sound blending to look for word patterns.

### Activity Sheet 20

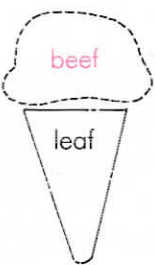
Name \_\_\_\_\_

\_\_\_\_\_

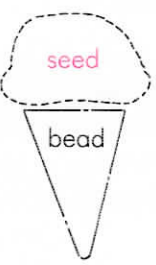
\_\_\_\_\_

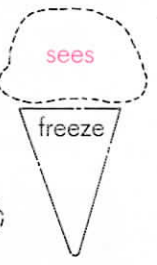
 Cut out the scoops of ice cream.

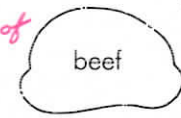
 Glue each scoop on the cone that rhymes with it.

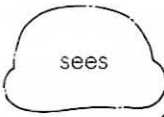


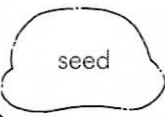














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## 2. Reading

### Workbook page 40

#### Active Reading (10 minutes)

1. Have the children look at the picture and discuss what they see before reading the page.

#### Reading Fluently and Expressively

2. Have the children read the sentence silently and then in unison. Call on volunteers to read it fluently and expressively.
3. Have the children write the sentence and then proofread.

#### Alphabet Review (5 minutes)

#### Writing Legibly

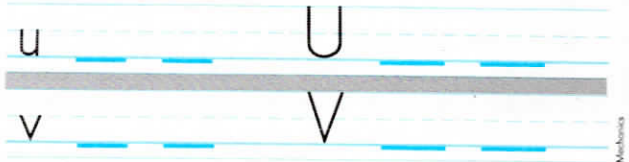
Ask the children to trace and then copy the letters. Remind them to proofread.

#### Story Sequence



We see a wild beast.

#### Alphabet Review





## 3. Storytime

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"The Story of the Three Bears,"  
Anthology pages 69–73 (15 minutes)

---

### Participating in Dramatizations

1. After reading the story to the children, call on volunteers to retell it.
2. Choose children to participate in a dramatization of the story.

## 4. Writing

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### Seminar (10 minutes)

---

1. Have the 3 seminar leaders share their work. Continue to model questioning and commenting. Remind the children to say something they like before asking a question.
2. Choose the next 3 seminar leaders.

You will eventually want to encourage the seminar leaders to incorporate suggestions from their classmates into their stories. At this time, however, seminar should be viewed primarily as a sharing and question-asking time. Most of the discussion will focus on the children's drawings.

### Independent Writing (10 minutes)

---

To help the students better understand the writing process, you will be modeling that process for them during this lesson. You may find it helpful to model writing in this way throughout the year.

1. Using chart paper or the overhead projector, draw a picture and write a sentence or 2 about the picture as the children watch. Talk as you do this exercise. Let the children know what you're thinking as you compose. This will help give them insight into the writing process.
2. If your sentence has any words you think the children can help you spell, ask for their assistance.
3. Ask for comments or questions about what you've written. Remind the children to first say something they like about what you've written. Then they can ask for clarification or ask any questions.

## 5. Extending the Lesson

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### Homework

---

Write these words on the board: *I, we, she'll, he'll, see, feed, a, the, wild, beast, seal*. Ask the children to copy the words on a sheet of paper. Tell them to use as many of the words as they want to in writing a sentence that deals with something they have read about. Remind them to begin the sentence with a capital letter and to end it with a period. Ask them to bring their sentences to class the next day.

## Looking Ahead

---

1. Duplicate activity sheet 21.
2. (optional) Prepare Story Straws for lesson 21 if you plan to use this activity.
3. Prepare word cards for the mat game Storyline, which will be introduced in lesson 21.
4. Plan to model how to determine a writing topic through discussion, for independent writing in lesson 21.

# “The Wild Beast” (continued)

## Materials

Wall Sound Card: /i/  
Reading Skills Workbook, pages 41–42  
Activity Sheet 21  
Strips for Story Straws (optional)  
Game Mat: Storyline  
*The Illustrated Treasury of Children's Literature*,  
pages 18–26

## Skills

### Decoding

/i/ Spelled -y [I]  
Blending [P]

### Comprehension

Predicting Outcomes [P]

### Mechanics

Writing Legibly [P]

### Study and Research

Alphabetical Order [P]

### Writing

Developing a Writing Goal: Topic [P]

### Listening and Speaking

Participating in Discussions [P]

#### Key to Skill Codes

[I] = Introduction

[P] = Practice



# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Sounds Race

Divide the class into 2 teams, left and right, to play this game. Using the sound flash cards that have been introduced, call on children to say each sound as you show its card. Alternate between the left and right sides of the room. You may either assign a runner for each team to keep track of correct answers by advancing a specified distance for each correct answer or award points.

## New Sounds and Words (10 minutes)

### /ī Spelled \_y

Sound: /ī/

Spelling: \_y ("blank y mark").

Explain that the blank means that this spelling is usually found at the end of a word.

Wall sound card: Block I.

(Review the wall sound card and the 2 spellings of Block I.)

## Word Lines (10 minutes)

### Blending

WhW 1. ī mē m\_y

WhW 2. b\_y sh\_y sl\_y dr\_y

WhW 3. tr\_y fr\_y fl\_y

Have a Race to Erase to review the words. Involve as many children as possible in the game.

## Word-Line Sentences (10 minutes)

### Blending

1. Hē's bȳ the stream.
2. Wē'll trȳ the beets.
3. (optional) Ī'll drȳ mȳ feet.

Have volunteers choose sentences to read and erase.

## Workbook page 41

### Sounds, Spellings, and Words (5 minutes)

#### Reinforcing /f/ Spelled -ȳ

1. Have the children turn back to page 37 and trace the "blank y mark" spelling on the wall sound card. Review the card and the 2 spellings the children have learned.
2. Now have them read and complete the exercise at the top of page 41. Remind them to proof-read.

### Dictation (15 minutes)

Line 1 (sounds alone):

/f/ /th/ /z/ spelled z /d/

Line 2 (sounds at the end of words):

he (ē) see (ee) sea (ea) my (-ȳ)

Line 3 (sequence of sounds in words):

he leaf

Line 4 (whole words):

fry I

Line 5 (sentence):

We fly.

### Sounds, Spellings, and Words

fly flea  
fry free  
by shy

### Dictation

f th z d  
ē ee ea -ȳ  
he leaf  
fry I  
We fly.

Name \_\_\_\_\_

41

## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 21: Completing Sentences with a Word

**Activity Sheet 21**

Name \_\_\_\_\_

Underline the word that completes each sentence.  
Then print that word in the blank.

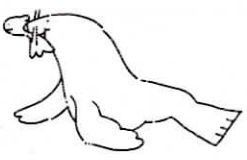
1. Lee sees three sheets.  
eats sees

2. We'll eat the beets.  
beets bees

3. He meets a wild beast.  
beast feast

4. The seal eats a meal.  
weeds eats

5. Dee reads.  
reads beads



**Story Straws (optional)** Instructions for preparing and using Story Straws can be found in Appendix 4.

**Game Mat: Storyline** Introduce this game to the whole group. Holding up the mat so that everyone can see it, tell the children that they will have read about all the characters and other things on it by the time they finish reading *The Blue-Pillowed Sky*. Then teach them how to play the game. Use words from the word lists, words on the word-line cards, and any other words that the children should be able to figure out to make word cards.

The game can be updated and expanded as the children learn new words and spellings. Plan to re-teach the word cards periodically.

#### Small-Group Instruction

**Word-Line Sentence Cards** Use these cards, as well as the Word-Line Cards, to provide reading practice for children who need work on fluency and word recognition.

**Dictation** Reteach this lesson's dictation.

**Reading** Read a storybook with a group.

**Word List 2** Begin checking children on this list.





## Storyline

### Players

Two to four

### Materials

Game mat; word cards; a number cube or die; distinctive place marker for each player

### Rules

1. The cards are placed face down in a pile on the table where all players can reach them.
2. Each player chooses a marker and places it on START.
3. Each player throws the number cube or die. The player with the highest number goes first.
4. Each player in turn draws a card and reads the word on the card. If the player reads the word correctly, he or she throws the number cube or die and moves the designated number of spaces. If the player does not read the word correctly, he or she returns the card face down to the bottom of the pile of cards and misses the turn to move.
5. A player who lands on a space with a plus sign followed by a number moves ahead that number of spaces. A player who lands on a space with a minus sign followed by a number moves back that number of spaces.
6. The first player to reach THE END is the winner.

## 2. Reading

### Workbook page 42

#### Active Reading (5–10 minutes)

##### Predicting Outcomes

1. Have the children look at the picture, covering the words with their hands as they do so. Ask what is happening in the picture. Tell them that it's a good idea to look at the picture before they read the words, because the picture will help them get an idea of what to expect from the words.
2. Have the children read the sentence. Then call on volunteers to read it aloud.
3. Have another child retell what has happened. Discuss why Lee and Dee are pursuing the wild beast.

##### Writing Legibly

4. Have the children write and then proofread the sentence.

#### Alphabet Review (5 minutes)

##### Alphabetical Order

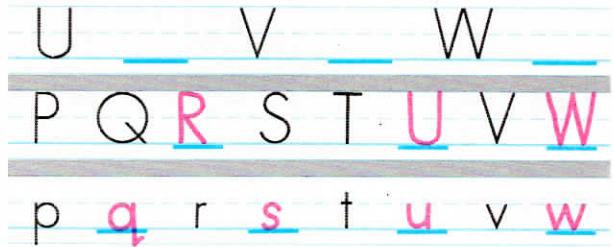
1. Ask the children to trace and then copy each letter in the first row.
2. In the second and third rows, have them trace the letters and then fill in the missing ones. Remind them to use the classroom alphabet or the "Alphabet Song" if they need help. Tell them to write capital letters in the second row and small letters in the third row.

#### Story Sequence



He's by the stream.

#### Alphabet Review





## 3. Storytime

Nursery Rhymes, Anthology  
pages 18–26 (10–15 minutes)

Choose several of the rhymes to read to the class.  
Then have the children recite them.

## 4. Writing

In lessons 21–25 continue to focus on choosing topics and modeling the writing process. At this stage the most important thing is to get the children to write. Remind them to keep a list of good topics in their writing folders. Continue to encourage them to invent spellings for words they don't yet know and to use pictures to focus their writing.

### Independent Writing (20–25 minutes)

#### Choosing Topics and Sharing Ideas

##### Developing a Writing Goal: Topic

1. Tell the children that one of the things they can do to help them think of topics is to talk briefly with one another. They can talk quietly about topics as long as they don't disturb others. Say that they are always free to tell a friend when they are busy writing and don't want to talk.

##### Participating in Discussions

2. Model how a small group of children can talk in order to discuss topics and help one another.
  - a. Have 1 or 2 children join you at the front of the room.
  - b. Discuss some writing topics with the children. Tell them you don't know what to write about. Ask them to share some of their topic ideas.
  - c. Choose 1 of these ideas and discuss how you could write about something similar.
  - d. Explain that this is different from copying, because their words and pictures will be different. Tell the children that they can also share their words and pictures with one another. Point out again that they must talk quietly and that a child can always decline to be part of a sharing group. Explain that sharing stories is like seminar, but the group is smaller.



Have the children write for 5 minutes before you begin holding conferences. Remember to comment directly on something a child has done. Then ask what the child's plans are. Give simple suggestions to help him or her keep working. Encourage any children who have not been writing words to write something about their pictures.

### Seminar

---

1. Have the seminar leaders share their work. Continue to model the commenting and questioning techniques. Encourage the children to begin to take a more active role.
2. Assign the next 3 seminar leaders.

---

**Teaching Tip** The writing sessions are an ongoing process. If you don't have time for all the suggested activities in a single lesson, one can easily be carried over to the next. Encourage the children to write in their folders at any time during the day.

---

## 5. Extending the Lesson

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### Homework

---

Ask the children to take out their homework sentences. Call on volunteers to read theirs. Let the rest of the class say whether the sentences really do tell about something that was read. Have the authors of the sentences say which words they capitalized and where they put periods. Let everyone proofread before you collect the papers.

# Looking Ahead

---

1. Duplicate activity sheet 22.
2. Prepare to add sound response card /n/ to each child's set.
3. Think of a topic you can use to model the writing process for lesson 22.

# “The Wild Beast” (continued)

## Materials

Wall Sound Card: /n/  
 Sound Response Card: /n/  
 Reading Skills Workbook, pages 43–44  
 Activity Sheet 22  
*The Illustrated Treasury of Children's Literature*,  
 pages 27–33

## Skills

### Decoding

/n/ Spelled n [I]  
 Blending [P]  
 Initial Consonants [P]

### Word Meaning

Matching Definitions with Words [P]

### Comprehension

Drawing Conclusions [P]

### Mechanics

Writing Legibly [P]

#### Key to Skill Codes

[I] = Introduction

[P] = Practice



# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Sound Flash Card Drill

Use the cards introduced so far to help the children relate the spelling(s) of each sound to the name of its wall sound card. Hold up a card and say "Sound." When the children give the correct sound, say "Name." (For example, the children should say "Buzzing Bee," "Angry Goose," or whatever the appropriate name is.) As the children become accustomed to the procedure, you might omit the directional words and simply hold up the cards.

## New Sounds and Words (10 minutes)

### n Spelled n

On the way back to the house, Lisa and her friends walked on the sidewalk that stretched along the lakeshore. They could hear the sound of motorboats in the distance: /n/ [pause], /n/ [pause]. Soon the sound grew louder, and 2 motorboats came into view. The boats raced around and around in the water. As 1 **motorboat** got closer, the sound it made grew louder and louder: /n/, /n/, /n/, [pause], /n/, /n/, /n/.

Sound: /n/

Sound at the beginning of *nest*, *name*, *Neal*

Sound at the end of *bean*, *fan*, *line*

Spelling: *n*

Wall sound card: Motorboat

## Word Lines (10 minutes)

### Blending

In line 1, remind the children that *Neal* begins with a capital letter because it is a boy's name.

After blending each word in line 2, go back and add the -s ending to each word. Have the children read each word with the ending.

In line 3, blend each syllable and then blend the whole word for these words. Note that the vowel in the first syllable of the words *behind* and *between* is usually not a long e but is indistinct because it is in an unaccented syllable. In lesson 35 the children will learn the one-dot vowel sound for such words. Point out that *nearby* is a compound word. Explain that a compound word is a word made up of 2 words put together, in this case, *near* and *by*.

LR 1. *nee\_ nea\_ nea\_ Nea\_*  
*need neat near Neal*

WhW 2. *bean lean find mind*

WhW 3. *bēhind bēetween nearby*

### Matching Definitions with Words

Play the Detective game to review the words. You may want to have the children write the words on their slates and then send a child to the board. Use the following clues. Have the remaining words erased.

A vegetable. (*beans*)

The opposite of *in front of*. (*behind*)

A boy's name. (*Neal*)

In the middle of. (*between*)

Tidy. (*neat*)

Opposite of *loses*. (*finds*)

Rhymes with *seed* and starts with Motorboat sound.  
(*need*)

## Word-Line Sentences (5 minutes)

### Blending

1. We're near the beast.
2. Shē'll find the deer nearby.
3. (optional) Wē'll find the deer bēetween the trees.

Have volunteers read and erase the sentences.

Notice any children who are having difficulty reading the sentences or the word lines. Plan to meet with them during workshop.

## Sound Response Card Drill (10 minutes)

### Initial Consonants

Hand out the /n/ response card, which is orange.

ORANGE AND WHITE CARDS

Level 1 drill:

/r/ /th/ /sh/ /z/ /f/ /n/ /s/

Level 2B drill (sounds at the beginning of words):

|       |      |       |      |       |        |      |
|-------|------|-------|------|-------|--------|------|
| zoo   | read | thing | foam | she   | need   | say  |
| sight | food | that  | ride | zebra | needle | shy  |
| zero  | rain | shell | then | fuse  | Neal   | same |

Notice any children who are not keeping up with the drill and plan to repeat it with them during workshop.

## Workbook page 43

### Sounds, Words, and Sentences (5 minutes)

#### Reinforcing /n/ Spelled n

1. Review the wall sound card.
2. Have the children read the page and then complete it as usual.

#### Sounds, Words, and Sentence



n

n N

need near

bean lean

I'm nearby.

Name \_\_\_\_\_

43

## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 22: Matching Sentences to Pictures

#### Activity Sheet 22

Name \_\_\_\_\_

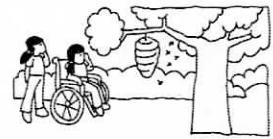
Copy the sentence that goes with the picture.

I'll dry my feet.  
We'll eat by the tree.



We'll eat by the tree.

We hear the bees.  
These three eat meat.



We hear the bees.

I see my beads.  
See the wild beast.



I see my beads.

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**Game Mat: Storyline** Use the Word-Line Sentence Cards with this game, which was introduced in lesson 21. The children must be able to read the sentences to move the designated number of spaces.

**Small-Group Instruction**

**Word List 2** Continue checking children with this list.

**Sound Response Card Drill** Repeat the drill for children who need the extra practice.

**Reading Practice** Use the Word-Line Sentence Cards and the Word-Line Cards to provide extra reading practice. You might also want to dictate some of the words to the children.

**Dictation** Preteach lesson 23 dictation to those children who need an initial presentation.

**Reading** Read a storybook with a group.

## 2. Reading

Workbook page 44

### Active Reading (10 minutes)

1. Have the children read the sentence silently and then call on volunteers to read it aloud.

### Drawing Conclusions

2. Have everyone study the picture. Explain that the children in the picture look as if they're trying to be quiet. Ask why.

### Writing Legibly

3. Have the children write and proofread the sentence.

### Alphabet Review (5 minutes)

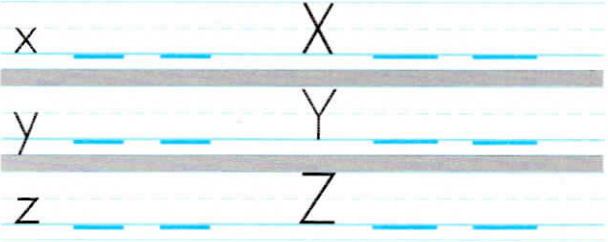
Have the children trace and then copy each letter. Remind them to proofread.

#### Story Sequence



We're near the beast.

#### Alphabet Review



## 3. Storytime

Nursery Rhymes, Anthology  
pages 27–33 (15 minutes)

Select several rhymes and read them aloud. Help the children memorize some of them. Then call on volunteers to recite the rhymes to the class.

## 4. Writing

### Independent Writing (15-20 minutes)

#### **Modeling the Writing Process**

1. Tell the children that today you are going to write a story and that you might draw pictures to go with it when you finish.
2. Work on chart paper or at the overhead projector.
3. Tell the children your topic and how you chose it.
4. Now write. Think aloud, write your words, think again. Make mistakes and make changes. Do all of this while the children watch and listen.
5. If there is time, allow the children to question you about your story.

## 5. Extending the Lesson

### Homework

Ask each child to think about a favorite nursery rhyme he or she has memorized and then to find or draw a picture that illustrates 1 thing in that rhyme. They should all bring their pictures to class the next day and be ready to recite the rhymes.

## Looking Ahead

1. Duplicate activity sheet 23.
2. Prepare to read a Caldecott Award-winning book during storytime in lesson 23. (A list of these books appears in Appendix 5.)



# “The Wild Beast” (continued)

## Materials

Wall Sound Card: /i/  
 Reading Skills Workbook, pages 45–46  
 Activity Sheet 23  
 A Caldecott Award–Winner

## Skills

### Decoding

/i/ Spelled ie [I]  
 Blending [P]

### Structural Analysis

Inflectional Endings [P]

### Comprehension

Drawing Conclusions [P]

### Mechanics

Writing Legibly [P]

### Study and Research

Alphabetical Order [P]

### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Wall Sound Card Cheer

Review the wall sound cards by saying the cheer for each card introduced so far. Point to each card as the children do the cheer. Remind them to say the card's name, the sound, and then the spellings. (For example, Motorboat, Motorboat, /n/ /n/ /n/, n.)

## New Sounds and Words (10 minutes)

### /i/ Spelled ie

Sound: /i/

Spelling: ie ("blank ie mark").

Explain that the blank means that this spelling is usually found at the end of a word.

Wall sound card: Block i.

(Review the 3 spellings of Block i that have been introduced: i, y, ie.)

## Word Lines (10 minutes)

### Inflectional Endings

In line 1, after building the 3 words, add the inflectional endings -s and then -ed to each word. Have the children read the inflected forms.

In lines 2 and 3, point out that the y is changed to ie before the ending is added. Provide oral sentences to contrast the forms of these words.

### Blending

WhW 1. tie lie die

WhW 2. try tries tried

WhW 3. dry dries dried

Have a Race to Erase to review the words. To increase the class involvement, let a child call out each word to be erased.

## Word-Line Sentences (10 minutes)

### Blending

1. Neal fried the meat.
2. The beast lies by these trees.
3. (optional) I dried behind my ears.

Have the sentences read and erased.

## Workbook page 45

### Sounds, Spellings, and Words (5 minutes)

#### Reinforcing /i/ spelled \_ie

1. Have the children turn back to page 37 and trace the \_ie spelling on the wall sound card. Review the card and the 3 spellings the children have learned.
2. Now have them read and complete the exercise at the top of the page.

### Dictation (10–15 minutes)

Remember to present the dictation at the chalkboard first if most of your class needs this initial presentation. Also present proofreading samples on the board as you go along. Remind the children to ask which spelling for the vowels.

#### Line 1 (sounds alone):

/m/ /t/ /r/ /l/

#### Line 2 (sounds at the end of words):

bee (ee) my (\_y) lie (\_ie) sea (ea)

#### Line 3 (sequence of sounds in words):

try tie

#### Line 4 (whole words):

by dry

#### Line 5 (sentence):

She tries.

### Sounds, Spellings, and Words

\_y \_ie  
try tries  
tie lie

### Dictation

m t r l  
ee \_y \_ie ea  
try tie  
by dry  
She tries.

Name \_\_\_\_\_

45



## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 23: Matching Words to Pictures

**Word-Line Cards** Have children work in pairs to review the cards for the last few lessons. They should read to each other, dictate words to each other, and write sentences using some of the words.

#### Small-Group Instruction

**Word-Line Sentences** Reteach the word lines and word-line sentences from this lesson to any children who had difficulty during the whole-group drill. Or you might use the Word-Line Sentence Cards and the Word-Line Cards to conduct the review.

**Word List 2** Continue checking children on this list.

**Reading** Meet with groups to read the storybooks.

**Word-Line Sentence Cards** Use these cards to provide extra reading practice and to check fluency. You might have your more able students write sentences for one another to read.

Periodically remind the children that they are free to choose any activity from the workshop shelf when they finish their assigned activities. In addition, you should feel free to assign any previously introduced activity to those children you think would benefit from the repetition. For example, some children may still need to work on writing the alphabet. Any of the activities from the Alphabet Skills Kit can be assigned. Activity sheets from earlier lessons can also be reassigned to provide extra practice for slower students.

#### Activity Sheet 23

Name \_\_\_\_\_

Print the name of each picture in the blank below it. Use these words.

street

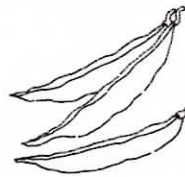
beard

beans

beets

beads

meet



beans



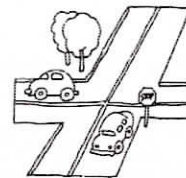
beads



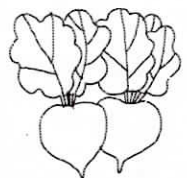
beard



meet



street



beets

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## 2. Reading

### Workbook page 46

#### Active Reading (5 minutes)

1. Before the children turn to page 46, have a volunteer recall what has happened so far. Let the children discuss what they think will happen.
2. Have the children read the sentence and then call on volunteers to read it aloud.

#### Drawing Conclusions

3. Ask the children why the "beast" is in a different place each time. (They should understand that the beast may be aware of the children in the story and keeps moving to get away from them.)

#### Writing Legibly

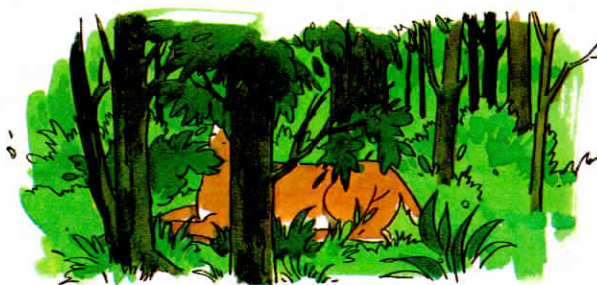
4. Have the children write and proofread the sentence.

#### Alphabet Review (5 minutes)

##### Alphabetical Order

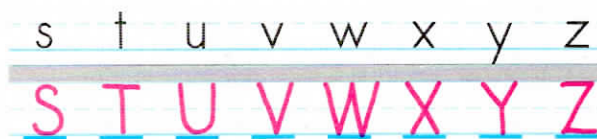
Have children trace the small letters on the first line and then write the corresponding capital letters on the line below.

#### Story Sequence



The beast lies by these trees.

#### Alphabet Review



## 3. Storytime

---

### Caldecott Award–Winner (15 minutes)

---

For lessons 23–25 choose 1 or 2 Caldecott Award–winning books to read aloud. (See the list in Appendix 5.) Begin by telling the children something about the author and the illustrator of each book. Share the pictures with the class as you read and encourage the children to discuss them. You should participate as well through modeling your own reactions. Relate to the children's experiences as appropriate. Encourage the children to recall their favorite parts of the book.

## 4. Writing

---

### Independent Writing (15–20 minutes)

---

1. Begin independent writing today. Remind the children that they may talk quietly to one another during this time if they need help choosing a topic or would like to share their stories.
2. Announce what you will be writing today. It would be good to continue to work on yesterday's story. Although most of the children will be completing their work in 1 lesson, it is a good model to show that it can take more than a day to complete a story.
3. Write for several minutes. Circulate and hold conferences.

Encourage the children to draw pictures as a focus for their writing. Labeling a picture may be all you can expect of many first graders at this time. Let them draw and label several pictures.



## 5. Extending the Lesson

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### Homework

---

Ask the children which nursery rhymes they have brought illustrations for. If several have chosen the same rhyme, ask one to recite the rhyme while the others show their pictures. Let each child with an illustration tell which part of the rhyme it illustrates. Ask the children to compare the pictures and say whether each one illustrates the part of the rhyme it is supposed to depict. Let as many children as possible show their pictures and recite their rhymes.

## Looking Ahead

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1. Duplicate activity sheet 24.
2. (optional) Have on hand lists of words (such as word lists 1 and 2 and word-line cards and small cards), magazines, markers, stickers, and other things that the children can use to make the Picture-Word Matching game in the lesson 24 workshop.
3. Prepare to continue reading the book you started during today's storytime, or select another Caldecott Award-winner to read.

# “The Wild Beast” (continued)

## Materials

Reading Skills Workbook, pages 47–48  
 Activity Sheet 24  
 Materials for Picture-Word Matching Game (optional)  
 A Caldecott Award–Winner

## Skills

### Decoding

Blending [P]  
 Initial Consonants [P]

### Word Meaning

Matching Definitions with Words [P]

### Study and Research

Test-Taking Techniques: Testing Formats [I]  
 Alphabetical Order [P]

### Comprehension

Drawing Conclusions [P]

### Mechanics

Writing Legibly [P]

#### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Riddle Me This

Mixer /l/, Block E /ē/, Motorboat /n/: *lean*

Frightened Cat /f/, Block I /ī/, Motorboat /n/,  
Knocking on the Door /d/: *find*

Ticking Clock /t/, Roaring Lion /r/, Block I /ī/: *try*

Knocking on the Door /d/, Roaring Lion /r/,  
Block I /ī/, Buzzing Bees /z/: *dries*

Be Quiet! /sh/, Block E /ē/, Ticking Clock /t/:  
*sheet*

## Word Lines (10 minutes)

### Blending

In line 1, point out that the *\_y\_* spelling was changed to *e* before the endings were added.

In line 3, point out that the vowel in the first syllable of *beneath* is usually not a long e but is indistinct because it is in an unaccented syllable. In lesson 35 the children will learn the one-dot vowel sound for such words.

WhW 1. fly fles fry fred

WhW 2. mean seen Dean dream

WhW 3. beneath sneeze sneezed

### Matching Definitions with Words

Play the Detective game to review the words. Use the following clues. Have the remaining words erased.

A boy's name. (*Dean*)

Under. (*beneath*)

You do this when you have a cold. (*sneeze*)

You do this when you sleep. (*dream*)

An insect. (*fly*)

A way to cook. (*fry*)

## Word-Line Sentences (10 minutes)

### Blending

1. The bees fly between these trees.
2. We'll find the sly beast.
3. (optional) He'll find Dean behind the tree.

Call on volunteers to read and erase the sentences.

## Sound Response Card Drill (10 minutes)

### Initial Consonants

ORANGE CARDS

Level 1 drill:

/n/ /z/ /f/ /th/ /r/ /s/

Level 2B drill (sound at beginning of words):

|      |       |      |       |       |      |      |
|------|-------|------|-------|-------|------|------|
| nine | zoo   | real | them  | fired | save | safe |
| fool | think | row  | zebra | near  | need | zero |
| room | then  | fear | sold  |       |      |      |



## Workbook page 47

### Picture Exercise (5–7 minutes)

1. Put the picture exercise on the board or on an overhead projector. Have the children read the words beside the first picture and choose the correct word. [*fly*] Have a volunteer underline the word. Repeat the procedure for the second picture. [*tie*] Then have volunteers write the underlined words on the lines beneath the pictures. Have the children proofread.
2. Erase the board and ask the children to repeat the exercise independently in their workbooks.

**Picture Exercise**



fry  
by  
fly

fly



lie  
tie  
fry

tie

Word Learning Study and Research

**Multiple-Choice Exercise**

☐ me

☐ meet

☒ heat

☒ fry

☐ free

☐ my

☒ freeze

☐ sees

☐ these

Name \_\_\_\_\_

47

### Multiple-Choice Exercise (5–7 minutes)

#### Test-Taking Techniques: Testing Formats

1. Introduce this first multiple-choice exercise on the board or on an overhead. Read each word in the boxes aloud with the children and ask volunteers to give the meaning, either by using the word in a sentence or by providing an informal definition.
2. Have a child go to the board and mark the correct word for the box by listening to the clue you give. Repeat until a word is marked for each of the boxes. Erase the board.
3. Have the children read the words aloud from their workbooks. Then give the clues and ask them to mark the boxes. When all the boxes are marked, have a child read the answers. Put the answers on the board so that the children can check their work.

#### Matching Definitions with Words

**Box 1:** In winter when we feel cold, we might say, "I'll turn up the \_\_\_\_\_." (*heat*)

**Box 2:** Which word tells a way to cook eggs? (*fry*)

**Box 3:** Which word tells what happens to water when it gets very cold and turns to ice? (*freeze*)

**Teaching Tip** Present the picture exercise and the multiple-choice exercise at the board until most of the children are able to do them in their workbooks right away. Some classes may not need the initial board presentation very long; others may need it for quite a while. If only a few of the children are having difficulty, skip the whole-group board presentation and preteach the exercises to those children in workshop.

### Workshop and Remediation

#### Practice Activities (30 minutes)

#### Activity Sheet 24: Completing Sentences with a Word

#### Activity Sheet 24

Name \_\_\_\_\_

Underline the word that completes each sentence.

Then print that word in the blank.

1. She sees me.  
see sees

2. We feed the deer.  
feed feeds

3. He reads.  
read reads

4. She feels the seal.  
feel feels

5. We see three trees.  
tree trees

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**Word-Line Sentence Cards** Have the children work in groups of 3 or 4. Each child is given 2 or 3 sentence cards to illustrate. The completed pictures are placed in a pile, and the sentence cards are displayed alongside. Each child must pick a picture (not his or her own) and find the sentence that goes with it. Whoever did the illustration tells the child who chose the sentence whether or not it is correct. Finally, each sentence should be written on the picture it goes with.

#### **Small-Group Instruction**

**Dictation** Preteach the dictation for lesson 25.

**Word-Line Cards** Work with individuals or small groups. Use the Word-Line Cards and the Word-Line Sentence Cards to check individual progress. Note weak areas and provide appropriate remediation.

**Reading** Read a storybook with a group.

**Picture-Word Matching Game (optional)** Instructions for preparing this game appear in Appendix 4.



## 2. Reading

Workbook page 48

### Active Reading (10 minutes)

1. After the children read the sentence silently, call on volunteers to read it aloud.

### Drawing Conclusions

2. Ask the children why the beast is described as sly. Do they think the children in the story will find the beast?

### Writing Legibly

3. Have the children write and proofread the sentence.

### Alphabet Review (5 minutes)

#### Alphabetical Order

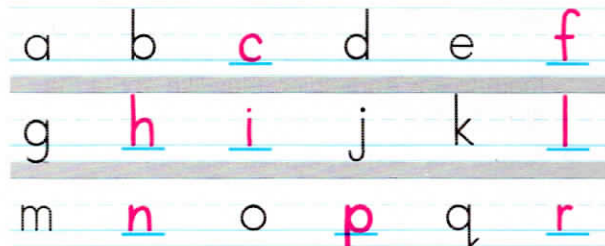
Have the children trace the letters that are printed and fill in the missing ones. Remind them to use the classroom alphabet or to sing the "Alphabet Song" if they need help.

#### Story Sequence



We'll find the sly beast.

#### Alphabet Review



## 3. Storytime

---

### Caldecott Award-Winning Book

(15 minutes)

Continue reading the book you began in lesson 23 or choose a different one. Share the pictures as you read. Have the children recall favorite parts and relate the story to their own experiences, as appropriate. Also point out possible writing topics if any are suggested by the story.

## 4. Writing

---

### Seminar (10 minutes)

1. Begin with seminar today. Have the leaders share their work with the class. Encourage the children to ask appropriate questions. Remind them to say something they like about the story first.
2. Select the next 3 seminar leaders.

### Independent Writing (5–10 minutes)

1. If time allows, have the children write freely as you circulate and hold conferences.
2. Assign Show and Tell leaders for lesson 25.

# Looking Ahead

---

1. Duplicate activity sheet 25.
2. Prepare word cards and phrase cards for use as stimulus items with the game mat (Storyline) in the lesson 25 workshop.
3. (optional) Have on hand materials for making the Picture-Word Matching game begun in this lesson.
4. (optional) Prepare and duplicate the 4 sheets to be distributed in the homework section of lesson 25. One-fourth of the children will get each sheet.
5. Prepare and duplicate a tick-tack-toe grid for the lesson 25 warm-up.



# “The Wild Beast” (continued)

## Materials

Tick-Tack-Toe Grids  
 Wall Sound Card: /i/  
 Reading Skills Workbook, pages 49–50  
 Activity Sheet 25  
 A Caldecott Award–Winner

## Skills

### Decoding

/i/ Spelled i\_e [I]  
 Blending [P]

### Listening and Speaking

Reading Fluently and Expressively [P]  
 Participating in Discussions [P]

### Mechanics

Writing Legibly [P]

### Study and Research

Alphabetical Order [P]

#### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Sound Flash Card Tick-Tack-Toe

Review the sounds and spellings by playing this game. Hold up the flash cards, one at a time, so the children can fill in their tick-tack-toe grids. Then say the sounds and have the children cross out the spellings on their grids. The first one to cross out 3 spellings in a row wins. Play until there are several winners.

## New Sounds and Words (5–10 minutes)

### /i/ spelled i\_e

Sound: /i/

Spelling: i\_e ("i blank e").

Tell the children that the blank means that a consonant letter goes between the i and the e.

Wall sound card: Block i.

(Review the card and the 4 spellings for it that the children have learned.)

## Word Lines (10 minutes)

### Blending

Point out that the words with the i\_e spelling in each line rhyme.

WhW 1. hide side ride wide

WhW 2. mine fine nine shine

WhW 3. fire wire tire hire

Have a Race to Erase to review the words. To increase involvement, call on several children to read the words that are to be erased.

## Word-Line Sentences (10 minutes)

### Blending

1. The beast hides nearby.
2. Dean rides nine miles.
3. (optional) The stream seems wide.

Call on volunteers to read and erase the sentences.

## Workbook page 49

### Sounds, Spellings, and Words (5 minutes)

#### Reinforcing *i* spelled *i\_e*

1. Have the children turn back to page 37 and fill in the *i\_e* spelling. Review the wall sound card and the 4 spellings the children have learned.
2. Ask the children to read the words at the top of page 49 and then trace and copy as usual. Remind them to proofread.

### Dictation (15 minutes)

Line 1:

/n/ /b/ /t/ /f/

Line 2 (end):

tie (*i\_e*) by (*i\_y*) see (*ee*) we (*e*)

Line 3:

need beat

Line 4:

find wild

Line 5:

He flies.

### Sounds, Spellings, and Words

*i\_e* *i\_e*

ride fine

nine mile

### Dictation

n b t f

*i\_e* *i\_y* ee e

need beat

find wild

He flies.

Name \_\_\_\_\_

49



## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 25: Matching Sentences to Pictures

**Game Mat: Storyline** Use word cards, word-line sentence cards, or phrase cards as stimulus items. Directions for this game are given in lesson 21.

#### Small-Group Instruction

**Word List 2** Continue testing children on this list.

**Reading** Read a storybook with a group.

**Word-Line Sentence Cards** Use these cards and Word-Line Cards to provide extra practice in sounding and blending and fluency.

**Individual Sound Cards** Use these cards to review card names, pictures, sounds, and spellings.

**Picture-Word Matching Game (optional)** Meet with another group to make Picture-Word Matching games. (See Appendix 4.)

#### Activity Sheet 25

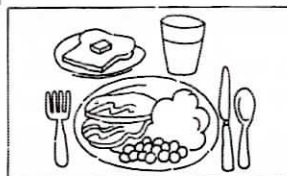
Name \_\_\_\_\_



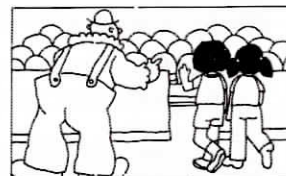
Cut out each sentence.



Glue it under the picture it goes with.



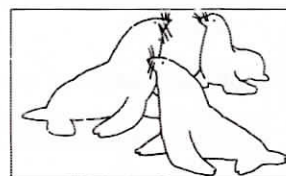
I'll eat the meal.



We find the seats.



I dry my feet.



I see three seals.



We find the seats.

I see three seals.

I dry my feet.

I'll eat the meal.

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## 2. Reading

Workbook page 50

### Active Reading (5–10 minutes)

1. Have the children retell the story so far to prepare for today's segment. They may use the pictures to direct their retelling, if necessary.

### Reading Fluently and Expressively

2. After the children read the sentence silently, call on volunteers to read it aloud fluently and expressively.

### Writing Legibly

3. Have the children write and proofread the sentence.

### Alphabet Review (5 minutes)

#### Alphabetical Order

Have the children trace the letters and fill in the blanks. Tell them to be sure that the letters are in alphabetical order and remind them to proofread their work.

#### Story Sequence



The beast hides nearby.

#### Alphabet Review

m n o p q  
r s t u v  
w x y z

### 3. Storytime

---

#### Caldecott Award-Winning Book

(15 minutes)

Continue to read the book you began in lesson 23 or 24, or read a different one. Have the children comment freely.

### 4. Writing

---

#### Independent Writing (15–20 minutes)

---

##### Choosing Topics (10 minutes)

##### Participating in Discussions

**Show and Tell** Have the children present the items they brought. Remind them to call on their classmates for questions. Comment on any potential writing topics and write down possible suggestions in the children's folders.

In the remaining time, have the children write independently. Hold brief conferences with as many as possible. Help them write words and think of ideas for their stories.

Choose the next 3 seminar leaders.



## 5. Extending the Lesson

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### Homework

---

Give each child a sheet of paper on which 1 of the following 4 series of words is written. (One-fourth of the children will get the same sheet.)

seal a I see

feeds he deer a

hides the beast

sees a beast she

Each child should use the assigned words to write a sentence. Remind them all that a sentence begins with a capital letter and ends with a period. Ask them to bring the sentences to the next class.

## Looking Ahead

---

1. Duplicate activity sheet 26.
2. Prepare sound response card /p/ to add to each child's set.
3. Prepare to hand out copies of the storybooks *Lee-Lee the Sheep* and *The Shy Beast* during lesson 26.
4. (optional) Have enough materials on hand for another group to make the Picture-Word Matching game.
5. Prepare some 4- or 6-page books for the children to use for independent writing in lesson 26. Also write and illustrate a simple story to give the children an idea of how to use the little books.

# “The Wild Beast” (continued)

## Materials

Wall Sound Card: /p/  
Sound Response Card: /p/  
Reading Skills Workbook, pages 51–52  
Activity Sheet 26  
Storybook *Lee-Lee the Sheep*  
Storybook *The Shy Beast*  
Some Booklets for Independent Writing  
*The Illustrated Treasury of Children's Literature*,  
pages 34–36

## Skills

### Decoding

/p/ Spelled *p* [I]  
Blending [P]  
Final and Medial Vowels [P]

### Comprehension

Predicting Outcomes [P]  
Using Background Knowledge [P]

### Mechanics

Writing Legibly [P]

### Study and Research

Test-Taking Techniques: Testing Formats [P]

### Word Meaning

Matching Definitions with Words [P]

#### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Wall Sound Card Drill

Review some of the most recently introduced wall sound cards. Point to the appropriate parts of each card and have the children name the card, say the sound, and give the spellings that have been taught.

## New Sounds and Words (10 minutes)

### p Spelled p

Remind the children that Lisa and her friends had found Block / at the zoo and were on their way back to Lisa's house. Then read the next part of the story.

When the children got back to Lisa's house with Block /, they put it on the kitchen table and examined it carefully for clues.

"I've got it," said Rosa. "I've found a small slit in the block right behind the /." She stuck her fingernail into the slit and carefully pulled out a small piece of paper.

"It's another note," said Dave. "I'll read it." He read aloud, "Go to the park and look up in the sky."

"Who wants to follow this clue?" asked Lisa.

Heidi, Rosa, Drew, and Dave all said that they would like to go.

"All right," said Lisa. "We'll stay here and rest while you're gone."

Soon the house was quiet again. The loudest sound that could be heard was the steady dripping of water from the kitchen faucet. The **dripping water** made the sound /p/, /p/, /p/ [pause], /p/, /p/, /p/.

Sound: /p/

The sound at the beginning of *popcorn*, *Pete*,  
*people*

The sound at the end of *leap*, *hop*, *rope*

Spelling: p

Wall sound card: Dripping Water



### Word Lines (10 minutes)

## Blending

In line 1, write the final e in *please* in white chalk before giving the command to blend. This indicates that the e is silent and not part of the ea spelling.

WhW 1.    peas    Pete    pipe    please

WhW 2. sp̄y sp̄ies p̄ie p̄ies

WhW 3. sleep sleeps sheep

Call on volunteers to read a word, use it in a sentence, and ask a classmate to erase it. Continue the procedure until all the words have been erased.

### Word-Line Sentences (10 minutes)

## Blending

1. The deer sleeps.
2. I'll wipe my feet.
3. (optional) Dee spīes the sheep bēside the trees.

Have volunteers read and erase the sentences.

### Sound Response Card Drill (10 minutes)

## Final and Medial Vowels

Hand out the sound response card /p/, which is a gray.

## YELLOW CARDS

Level 1 drill:

/ī/ /ē/

Level 2E drill (sounds at the end of words):

try    see    pie    pry    me    bee

Level 2M drill (sounds in the middle of words):

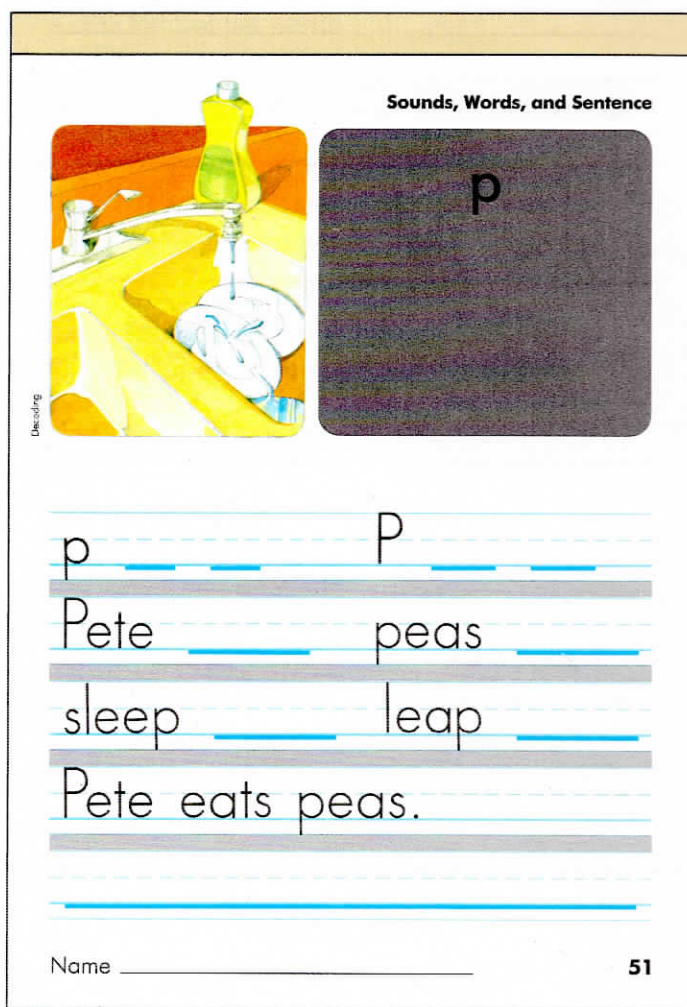
meat   pipe   tries   beet   hide   leaf

## Workbook page 51

### Sounds, Words, and Sentences (5 minutes)

## Reinforcing /p/ Spelled p

1. Review the wall sound card.
2. Have the children read and complete the page as usual.



## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 26: Reviewing the Sounds /s/ and /z/

#### Activity Sheet 26

Name \_\_\_\_\_

Say each word in the word list.

Print the words that end in the sound /s/ under the Flat Tire card.

Print the words that end in the sound /z/ under the Buzzing Bee card.

|        |        |       |       |
|--------|--------|-------|-------|
| seals  | sheets | heats | feels |
| treats | meets  | hears | weeds |



treats  
meets  
sheets  
heats



seals  
hears  
weeds  
feels

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#### Individual Sound Card Drill—Level 5: Naming

##### Spellings from Pictures

Introduce the level 5 drill. The leader flashes pictures and the partners name the wall sound card, say the sound, and then name as many spellings as they can. Review the other 4 drills: naming pictures, saying sounds from spellings, saying sounds from pictures, and naming pictures from spellings. Then let pairs of children work on their own.

#### Small-Group Instruction

**Word List 2** Continue to test word recognition with this list.

**Dictation** Preteach dictation for lesson 27 to small groups who need this initial presentation.

**Picture-Word Matching Game (optional)** Meet with another group to make Picture-Word Matching games. (See Appendix 4 for a complete description of this activity.)

## 2. Reading

### Workbook page 52

#### Active Reading (5–10 minutes)

1. Have the children read the sentence silently, then aloud.

#### Predicting Outcomes

2. Ask if they thought the children in the story would find something like a deer, or did they expect a real wild beast? How do they think Lee and Dee must feel? What do they think the children in the story will do now?

#### Writing Legibly

3. Have the children write the sentence. Remind them to proofread their work.

#### Multiple-Choice Exercise (5–10 Minutes)

##### Test Taking Techniques: Testing Formats

1. Put the exercise on the board or on an overhead. Have each word read and informally defined or used in a sentence. Give a clue for each box. Have volunteers mark the example. Erase the board.
2. Have the children open their books to page 52. After the words in each box are read aloud, give a clue for 1 of the words.

##### Matching Definitions with Words

Box 1: Which word means "touch"? (*feel*)

Box 2: Which word is something a man wears? (*tie*)

Box 3: Which word means "close by"? (*near*)

3. Ask volunteers to write the words on the board so that everyone can check the answers.

#### Story Sequence



The deer sleeps.

Decoding

Mechanics

#### Multiple-Choice Exercise

☐ find

☐ feed

☒ feel

☐ try

☒ tie

☐ tea

☒ near

☐ need

☐ neat

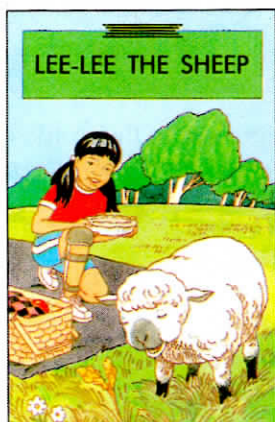
Word Meaning Study and Research



### Introducing the Storybook

#### *Lee-Lee the Sheep* (5 minutes)

1. Hand out copies of the storybook. Have the children look on with a neighbor so that everyone can see the book.
2. Call on a volunteer to read the title. Then give the children a few minutes to look through the book. Remind them that by looking through the book they can get an idea of what it is about.
3. Ask the children what they think the book is about.
4. Review the name *Pete* before the children read the book.



### Introducing the Storybook

#### *The Shy Beast* (5 minutes)

1. After distributing the storybook, call on a volunteer to read the title. Let the children look through the book for a few minutes.
2. Ask the children what they think the book is about.
3. Introduce the name *Weeth*, explaining that it is the name of the shy beast. You may also want to tell the children that the balloons with bubbles mean that the character is dreaming what is in the balloon.

If your class is not ready to read these books at this time, hold off the introduction until they are. Remember, half the class will be reading each title and they will exchange books. You should read and discuss the books with the groups during workshop. Again, we suggest that you allow the children to take the books home to share with their families.



### 3. Storytime

"Brownie Year Book"  
(January, February, March),  
Anthology pages 34–36 (15 minutes)

#### Using Background Knowledge

Before reading the first part of the poem, discuss the months of the year. It is unlikely that first-graders will know all the months, but they probably know the month of their birthday, when Christmas is, and so on.

Discuss each poem in terms of what happens in that month, as well as what the children know about the month.

### 4. Writing

#### Independent Writing (10–15 minutes)

1. Show the children how they can make books if they would like to write longer stories with illustrations. You might suggest that they write picture books on a certain theme; for example, colors, pets, one's favorite things.
2. Take 3 sheets of unlined paper and fold them in half together. Staple them on the left edge. Open the book and show the children that you have a number of writing pages. Have some books ready for the children to use.
3. Have a book prepared with writing and illustrations to show the children.
4. Tell the children that they can use books instead of individual sheets of paper for writing if they want to. You might also tell them that they may need to work on a book for several days.

It is a good idea to have a variety of writing materials, including little books, available for the children. The book format is the first step toward publishing. A child's first published book might merely be one of these little books prepared with a special cover.

Once you have introduced the book format, have the children write freely in the remaining time. Hold short conferences with as many children as possible. Encourage the children to use the book format.

## 5. Extending the Lesson

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### Homework

---

Ask the children to take out the homework assigned in the last lesson. Call on volunteers to read their completed sentences. Let anyone who reads a sentence say which word is capitalized and where the period is placed. Ask all the children to proofread their sentences. Collect the homework papers.

## Looking Ahead

---

1. Duplicate activity sheet 27.
2. On the board or on an overhead transparency, write a sample sentence with words that the children have misspelled but that they should be able to spell correctly. For example: *I lik to et htdgz*. You may want to make up a sample if you can't find enough misspellings in the children's work.
3. (optional) If you plan to read *Chicken Soup with Rice*, by Maurice Sendak (Harper & Row), in lesson 30's storytime, obtain a copy from your school or local library.



# “The Wild Beast” (continued)

## Materials

Wall Sound Card: /v/  
 Reading Skills Workbook, pages 53–54  
 Activity Sheet 27  
*The Illustrated Treasury of Children's Literature*,  
 pages 37–39

## Skills

### Decoding

/v/ Spelled v [I]  
 Sight Words [P]  
 Blending [P]

### Structural Analysis

Contractions [P]

### Listening and Speaking

Reading Fluently and Expressively [P]

### Writing

Evaluating and Revising [I]

### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Sound Flash Card Drill

Use the Sound Flash Cards to help the children associate the spelling(s) for a sound with the name of the corresponding wall sound card. Hold up the card and say "Sound." Have the children say the sound. Then say "Name" and have children say the name of the wall sound card.

## New Sounds and Words (10 minutes)

### v Spelled v

Heidi, Rosa, Drew, and Dave ran to the park and looked up into the sky. They didn't see a thing. Before long they heard an airplane coming: /v/ [pause], /v/ [pause]. When the airplane was high in the sky overhead, the 4 friends noticed that a parachute with a package attached to it was falling through the air. Heidi, Rosa, Drew, and Dave watched as the airplane flew on its way. Soon they could no longer see the **airplane**, but they could still hear it: /v/ [pause], /v/.

Sound: /v/

The sound at the beginning of *vase*, *van*, *vacuum*

The sound at the end of *leave*, *five*, *save*

Spelling: v

Wall sound card: Airplane

## Word Lines (10 minutes)

### Contractions

In lines 1 and 2, have the words *I've* and *we've* sounded and blended in the usual way. When you use *I've* in a sentence, such as *I've eaten*, say that *I've* is a contraction of, or a short way of saying, *I have*. Explain that the mark, or apostrophe, is used in place of part of the word *have*. Follow the same procedure with *we've*.

In line 2, note the capital letter in *Steve*. Also remember to use white chalk to write the *e* in *leave* and *weave*. Contrast *weave* and *we've*.

### Sight Words

In line 4, the outlaw word *seven* is introduced. Remember to put a box on the board and in it to write the word *seven* in white chalk. Remind the children that the word "is in jail" because it doesn't obey the rules. Pronounce the word for them, but don't have them attempt to sound and blend it. (The word *seven* is not irregular. The short sound of *e* has not yet been introduced. When this sound is introduced, the word will "come out of jail.")

### Blending

WhW 1. *I've* *five* *live* *drive*

WhW 2. *leave* *weave* *we've* *Steve*

WhW 3. *dime* *dimes* *time* *times*

4. seven

Have a Race to Erase to review and erase the words. Call on 3 children for each round: 1 to call out the words to be erased and the other 2 to race to erase. After each group erases 2 or 3 words, call on 3 other children or let the erasers choose their own successors.

## Word-Line Sentences (10 minutes)

### Blending

1. Eve leaves the bee hive.
2. We'll find a real live beast.
3. (optional) I've seen five sheep.

Have the children read and erase the sentence that answers each of these questions:

What does Eve leave? (Eve leaves the bee hive.)

What will we find? (We'll find a real live beast.)

(optional) What have I seen? (I've seen five sheep.)



Workbook page 53

Sounds and Spellings (5 minutes)

Reinforcing /v/ Spelled v

1. Have the children review the wall sound card.
2. Write the words *five* and *Eve* on the chalkboard and have the children practice writing them on their slates.

Dictation (15 minutes)

Line 1:

/i/ (\_i\_e) /b/ /n/ /p/

Line 2 (middle):

ride (i\_e) feet (ee) meat (ea) tries (\_i\_e)

Line 3:

wide wise

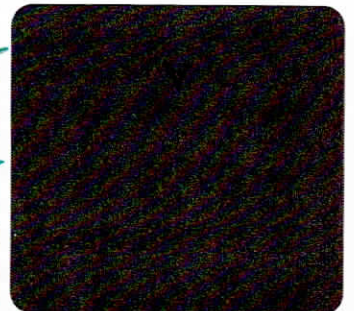
Line 4:

size hide

Line 5:

We ride.

Sounds and Spellings



Dictation

\_i\_e b n p

i\_e ee ea \_i\_e

wide wise

size hide

We ride.

Name \_\_\_\_\_

53

## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 27: Completing Sentences with a Word

**Game Mat: Storyline** Use the Word-Line Cards or Word-Line Sentence Cards as stimulus items for the game. Directions for the game are given in lesson 21.

#### Small-Group Instruction

**Word-Line Sentence Cards** Use these cards and the Word-Line Cards to review the lesson's words and sentences.

**Remediation** Use easier Word-Line Sentence Cards to encourage smooth reading for those children who are having difficulty.

**Sound Flash Cards** Use these cards and Individual Sound Cards to review sounds and spellings with children who have not learned the sounds introduced so far.

**Word List 2** Continue to test children on this list.

**Reading** Reread "The Wild Beast" with groups of children.

**Picture-Word Matching Game (optional)** Meet with any children who haven't yet had the chance to make cards for the Picture-Word Matching game. (When the cards are all complete, you should check them and put them into sets for the children to use during workshop.)

#### Activity Sheet 27

Name \_\_\_\_\_

Underline the word that completes each sentence.

Then print that word in the blank.

1. Neal fries the beef.  
fry fries

2. I'll dry the sheets.  
dry dries

3. The bee flies.  
fly flies

4. Dee tries the beets.  
try tries

5. We'll tie the beans.  
tie ties

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## 2. Reading

Workbook page 54

Active Reading (5–10 minutes)

### Reading Fluently and Expressively

1. Have the children read the sentences under the picture silently. Then call on volunteers to read them aloud fluently and expressively.
2. Have several children retell the story in their own words.
3. Discuss whether Lee and Dee are likely to find a real live beast.
4. Have the children read the sentence at the bottom of the page and then draw a picture of what they think a real live beast would look like. Ask them to share their pictures.
5. If time allows, have the children reread the entire story.

### Story Sequence



We'll leave the deer.  
We'll find a real, live beast.

I see a real beast.

## 3. Storytime

"The Brownie Year Book"  
(April, May, June),  
Anthology pages 37–39 (15 minutes)

Read the poems to the class. Then discuss each poem, as in lesson 26.



## 4. Writing

### Writing Skills (10 minutes)

#### Evaluating and Revising

Starting in this lesson, you will be helping the children edit and revise their writing. Editing will start at a simple proofreading level—having the children look for and correct misspellings of words they should know how to spell.

#### DIRECTIONS FOR HELPING THE CHILDREN EDIT AND REVISE THEIR WRITING

1. Tell the children that they will be looking at some of their sentences. Say that you have underlined words that they have spelled incorrectly but should know how to spell correctly. If you are using made-up sentences, explain that you are going to show them sentences with misspelled words they should know how to spell.

2. Show the children the first sentence. Call their attention to the misspelled word. Help them correct the word by using the technique used when you dictate whole words. Here is a model:

Sentence: I lik to et htdgz.

Teacher: "I'll read you this sentence, *I like to eat hotdogs*. This is a very good sentence. Some of the words aren't spelled exactly right, but I wouldn't expect you to be able to spell them all. One word, *eat*, you should be able to spell. Let's look at it. What's the first sound?"

Children: "/ē/."

Teacher: "How do we spell it?"

Children: "ea."

Teacher: "Good. And the last sound?"

Children: "/t/ t."

Teacher: "So, how do we spell *eat*?"

Children: "eat."

Teacher: "Good. So, I'll circle it and spell it correctly."

3. Repeat this procedure for 2 or 3 more words.
4. Remind the children to look for words they should know how to spell and to try to spell them correctly.

It is very important for the children to understand that you do not expect them to spell everything correctly at this point in the year. What you are asking them to do is to use their phonetic knowledge to check and correct a small set of words.

### Independent Writing (10 minutes)

1. As the children write, hold conferences with them. Help them correct any misspelled words they should know how to spell.
2. Choose 3 seminar leaders for the next lesson.

# Looking Ahead

---

1. Duplicate activity sheet 28.
2. Prepare sound response card /v/ to add to each child's set.
3. Gather samples of the children's writing that contain misspelled words they should be able to spell, or make up your own examples. Write them on chart paper or prepare an overhead transparency.
4. (optional) Prepare a homework activity sheet with sentences containing several misspelled words that the children should be able to correct. Leave room for the children to write the sentences correctly. Duplicate the sheet so that each child will have a copy. You will use these sheets in lesson 28.
5. (optional) Locate a rhyme about sleeping to read to the children during extending the lesson for lesson 28. You might want to read "Little Boy Blue," which appears on page 22 of *The Illustrated Treasury of Children's Literature*.

# “Night, Night”

## Materials

Wall Sound Card: /i/  
 Sound Response Card: /v/  
 Reading Skills Workbook, pages 55–56  
 Activity Sheet 28  
*The Illustrated Treasury of Children’s Literature*,  
 pages 40–41

## Skills

### Decoding

/i/ Spelled \_igh [I]  
 Blending [P]  
 Sight Words [P]  
 Initial Consonants [P]

### Word Meaning

Antonyms [I]

### Literature

Literary Devices: Rhyme [I]

### Listening and Speaking

Reading Fluently and Expressively [P]

### Writing

Evaluating and Revising [P]

#### Key to Skill Codes

[I] = Introduction

[P] = Practice



# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Riddle Me This

Motorboat, /n/, Block I, /i/, Motorboat, /n/: *nine*

Flat Tire, /s/, Mixer, /l/, Block E, /ē/, Dripping Water, /p/: *sleep*

Mixer, /l/, Block I, /i/, Ice Cream, /m/: *lime*

Knocking on the Door, /d/, Block E, /ē/, Mixer, /l/: *deal*

Dripping Water, /p/, Block I, /i/, Dripping Water, /p/: *pipe*

## New Sounds and Words (5–10 minutes)

### /i/ Spelled *\_igh*

Sound: /i/

Spelling: *\_igh* ("blank igh")

Remind the children that the blank means that a letter will come before the *\_igh* spelling in a word.

Wall sound card: Block I

## Word Lines (10 minutes)

### Blending

In line 3, the *\_igh* words form a special pattern (*\_ight*). Point it out in these words and in *might* and *light*.

### Sight Words

In line 4, be sure to draw a box on the board and write the outlaw word *and* in it. Pronounce the word and have the children repeat it. Do not allow the children to attempt to sound and blend outlaw words.

LR 1. m<sub>y</sub> mi<sub>Le</sub> migh<sub>\_</sub>  
m<sub>y</sub> mine might

LR 2. li<sub>e</sub> li<sub>Le</sub> ligh<sub>\_</sub> li<sub>Le</sub>  
li<sub>e</sub> line light lime

WhW 3. fight night sight tight

4. and

### Antonyms

Play the Detective game to review the words. Have volunteers read and erase the remaining words.

Belonging to me. (*mine*)

A kind of fruit. (*lime*)

Opposite of *day*. (*night*)

Opposite of *loose*. (*tight*)

Opposite of *dark*. (*light*)

An argument. (*fight*)

## Word-Line Sentences (10 minutes)

### Blending

In sentence 3, point out that *nightlight* is a compound word made up of the two words *night* and *light*.

1. I see the bright light.
2. He might fly high.
3. (optional) The nightlight shines.

Have the children read and erase the sentence that answers each of these questions:

What might he do? (He might fly high.)

What do I see? (I see the bright light.)

What shines? (The nightlight shines.)

## Sound Response Card Drill (10 minutes)

### Initial Consonants

Hand out the gray response cards for /p/ and /v/.

GRAY CARDS

Level 1 drill:

/t/ /w/ /h/ /l/ /d/ /m/ /v/ /p/ /b/

Level 2B drill (sounds at the beginning of words):

|      |      |      |      |       |      |        |
|------|------|------|------|-------|------|--------|
| wear | long | very | big  | lean  | hope | table  |
| dog  | pain | pail | dad  | taste | hot  | mom by |
| vote | more | wait | want | toe   | his  | make   |
| doll | last | boy  | pig  | vest  |      |        |

## Workbook page 55

### Sounds and Spellings (5 minutes)

#### Reinforcing /i/ Spelled igh

1. Have the children turn back to page 37 and fill in the igh spelling. Review the wall sound card.
2. On page 55, have the children read, trace, and then copy the words.

### Picture Exercise (5 minutes)

1. If necessary, do the picture exercise at the board before having the children do it in their workbooks.
2. Have the children read each word silently and then underline the words that go with the pictures (*nine*, *light*). Call on a volunteer to read each set of words and tell the ones he or she chose. If the choices are correct, ask all the children to write each word under its corresponding picture.

### Sounds, Spellings, and Words

sigh \_\_\_\_\_ high \_\_\_\_\_  
night \_\_\_\_\_ might \_\_\_\_\_  
right \_\_\_\_\_ bright \_\_\_\_\_  
light \_\_\_\_\_ sight \_\_\_\_\_

### Picture Exercise



seen

fine

nine

nine



line

life

light

light

Name \_\_\_\_\_

55



## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 28: Matching Words to Pictures; Reviewing the Sounds /ē/ and /ī/

##### Activity Sheet 28

Name \_\_\_\_\_

Color the  pictures red. Color the  pictures blue.  
Then print their names. Use the word list.

steam feet tie tree fly pie three heel sheep

3

three



steam



fly



feet



tie



tree



sheep



heel



pie

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**Picture-Word Matching Game (optional)** If the children have made Picture-Word Matching games, use them for matching the words and the pictures. Also demonstrate how the children can practice writing the words by using only the picture cards. They should write the name of the picture and then turn the card over to check their work. If the class did not make the games, assign games the children have played previously.

### Small-Group Instruction

**Dictation** Preteach the dictation for lesson 29 to those children who still need an initial presentation.

**Word-Line Sentence Cards** With small groups pass out these cards. Each child is to first read the card and then extend the sentence orally.

**Reading** Reread "The Wild Beast" with small groups.

## 2. Reading

Workbook page 56

### Active Reading (10 minutes)

1. Have the children think of what their parents say to them before they go to bed and when they wake up in the morning. Tell them that they are going to read a poem about going to sleep and waking up.

### Literary Devices: Rhyme

2. Read the poem, "Night, Night," to the children. Then have them read it in unison with you. Call on individuals to read it aloud. Point out the first 2 rhyming words (*night* and *tight*). Then call on a volunteer to tell which other 2 words in the poem rhyme.

### Reading Fluently and Expressively

For the most part the poetry in first grade will be approached as a choral reading activity, for fun. The rhythm and rhyme of poetry naturally encourages fluent reading and should be used for this purpose.

### Night, Night

Night, night, sleep tight.  
Rise and shine.  
Feel fine.



## 3. Storytime

---

"Brownie Year Book"  
(July, August, September),  
Anthology pages 40–41  
(15 minutes)

---

Read and discuss each poem, as in lesson 26.

## 4. Writing

---

### Writing Skills (10 minutes)

---

#### Evaluating and Revising

1. On the overhead projector, on chart paper, or at the chalkboard, show the children examples of sentences with misspelled words that they should be able to spell.
2. Have them help you proofread and correct the words.

Be sure the children know that you don't expect all the words they write to be spelled correctly right now. Let them know what a good job they are doing trying to spell the words. Tell them that the only words you are concerned with are those that have spellings and sounds they have learned and should be able to figure out. It is important that the children continue to use inventive and phonetic spelling when they write. We are simply trying to facilitate the transition to conventional spellings by pointing out words the children can spell correctly at this time.

### Independent Writing (10 minutes)

---

Have the children take out their writing folders and write freely. Meanwhile, hold conferences with individuals.

During a conference you may come across a child whose work should be shared with the whole group that day. If so, tell the class that she or he will be a seminar leader and why. Say, for example, "Jennifer is going to be a seminar leader today because I would like her to share her story with you. This is the first time Jennifer has written a whole sentence."



## 5. Extending the Lesson

---

Read the poem "Little Boy Blue" (page 22 of *The Illustrated Treasury of Children's Literature*) to the class. Ask the children why they think Little Boy Blue went to sleep and what he might have been dreaming about. Let them discuss why it was not a good idea for him to go to sleep at the time he did and how they think he felt when he woke up.

### Homework

---

Distribute the activity sheet with sentences in which there are several spelling mistakes that the children should be able to correct. Ask them to proofread the page and write the corrected sentences.

## Looking Ahead

---

1. Duplicate activity sheet 29.
2. Gather more samples of children's writing with misspelled words, or make up your own. Be sure that these are words they should be able to spell on their own.
3. The mat game Sounds Sprint will be introduced in lesson 29.

# "My Dreams"

## Materials

Reading Skills Workbook, pages 57–58  
 Activity Sheet 29  
 Game Mat: Sounds Sprint  
*The Illustrated Treasury of Children's Literature*,  
 pages 41–42

## Skills

Structural Analysis

Inflectional Endings [P]

Decoding

Blending [P]

Study and Research

Test-Taking Techniques: Testing Formats [P]

Comprehension

Using Background Knowledge [P]

Literature

Literary Devices: Rhyme [P]

Writing

Evaluating and Revising [P]

### Key to Skill Codes

[I] = Introduction

[P] = Practice



# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Wall Sound Card Cheer

Review the wall sound cards presented so far by having the children say the cheer with you.

## Word Lines (10 minutes)

### Inflectional Endings

In line 1, call the -s and -ed "endings." Do not discuss verb tense. Instead use the words in oral sentences to illustrate the meanings of the words. To extend and reinforce the discussion of endings, build the words *smile*, *smiles*, and *smiled* on the board.

### Blending

In line 2, point out the -ight spelling pattern.

WhW 1. shine shines shined

WhW 2. right bright flight fright

WhW 3. deep leap dream street

Have a Race to Erase to review the words, involving as many children as possible.

## Word Line Sentences (10 minutes)

### Blending

1. I'm the right size.
2. Eve tried a high dive.
3. (optional) I'll sleep and dream.

Have volunteers read and erase the sentences.



# Workbook page 57

## Dictation (10–15 minutes)

Line 1:

/p/ /w/ /n/ /v/

Line 2 (middle):

deer (ee) vine (i\_e) night (\_igh) meat (ea)

Line 3:

night mile

Line 4:

five beat

Line 5:

Find me a leaf.

## Multiple-Choice Exercise (5 minutes)

### Test-Taking Techniques: Testing Formats

Present the multiple-choice exercise on the board or on an overhead if the children need this initial presentation. Otherwise, ask them to open their books. Have volunteers read the words in each box and use them in sentences or define them. Then let the children mark the words independently.

### Row A

Box 1: Mark *fight*.

Box 2: Mark *tire*.

Box 3: Mark *wire*.

### Row B

Box 1: Mark *size*.

Box 2: Mark *mile*.

Box 3: Mark *hear*.

Review the answers with the children.

### Dictation

p w \_ n v

ee i \_ e \_ igh ea

night mile

five beat

Find me a leaf.

### Multiple-Choice Exercise

**A**

☐ fire

☐ fright

☒ fight

☐ tight

☐ tile

☒ tire

☒ wire

☐ weed

☐ wise

**B**

☐ seem

☒ size

☐ sees

☐ meal

☒ mile

☐ meat

☐ read

☐ rear

☒ hear

Name \_\_\_\_\_

57

## Workshop and Remediation

### Practice Activities

#### Activity Sheet 29: Matching Rhyming Words

#### Activity Sheet 29

Name \_\_\_\_\_

Print the word from the word list that rhymes with each of the words given below.

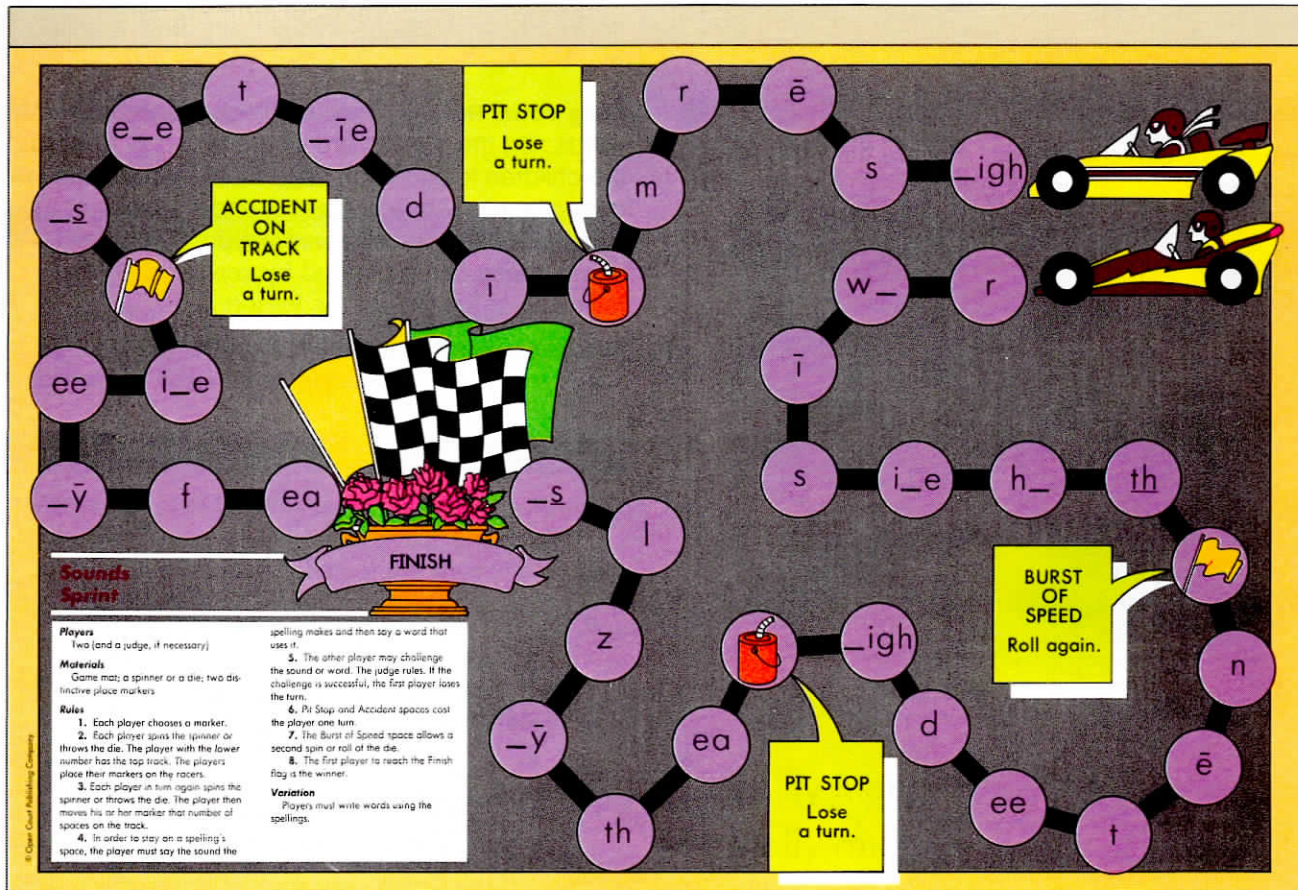
|      |      |        |        |      |
|------|------|--------|--------|------|
| meat | fear | sneeze | bead   | mild |
| line | my   | tree   | real   | mean |
| shy  | my   | hear   | fear   |      |
| read | bead | Neal   | real   |      |
| neat | meat | lean   | mean   |      |
| me   | tree | freeze | sneeze |      |
| pine | line | wild   | mild   |      |

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**Game Mat: Sounds Sprint** Introduce the game to the whole group by explaining its directions and then playing it with a partner. Add it to the workshop shelf for others to play.

Sounds Sprint Game Mat reviews both the vowels and consonant spellings introduced so far. A child who lands on a circle on the mat must say the sound and give a word that contains that sound. The game has 2 tracks. Although the bottom track is longer, it is also easier.





## Sounds Sprint

### Players

Two (and a judge, if necessary)

### Materials

Game mat; a spinner or a die; two distinctive place markers

### Rules

1. Each player chooses a marker.
2. Each player spins the spinner or throws the die. The player with the lower number has the top track. The players place their markers on the racers.
3. Each player in turn spins the spinner or throws the die. The player then moves his or her marker that number of spaces on the track.
4. In order to stay on a spelling's space, the player must say the sound the spelling makes and then say a word that uses it.

5. The other player may challenge the sound or word. The judge rules. If the challenge is successful, the first player loses a turn.
6. "Pit Stop" and "Accident" spaces cost the player one turn.
7. The "Burst of Speed" space allows a second spin or roll of the die.
8. The first player to reach the Finish flag is the winner.

### Variation

Players must write words using the spellings.



**"My Dreams"**

**Small-Group Instruction**

**Word-Line Sentence Cards** Review the word lines and word-line sentences using the Word-Line and Word-Line Sentence Cards.

**Dictation** Reteach this lesson's dictation for any children who had difficulty.

**Long Vowel Review** Review Block E and Block I words. On the chalkboard or on cards, write words the children know. Each child must read a word correctly, use it in a sentence, and tell whether it has an /ē/ or /ī/ vowel sound. If you are using cards, these can be sorted by vowel sound and reviewed at the end of the lesson.

**Reading** Read a storybook with the group.

## 2. Reading

Workbook page 58

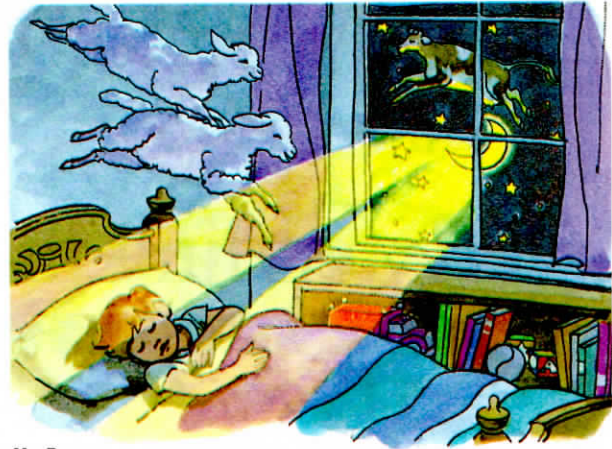
### Active Reading (10 minutes)

#### Using Background Knowledge

1. Tell the children that they are going to read a poem titled "My Dreams." First let them talk about dreams they have had. Discuss whether dreams always make sense.

#### Literary Devices: Rhyme

2. Read the poem to the class and then have them read it in unison. Call on individuals to read the whole poem aloud. Point out the rhyming words in the poem.



My Dreams

Bright beams, light my dreams.

I'll fly high.

I'll fly and fly.

I'll see live beasts fly by.

Light my dreams, bright beams.

58

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Decoding

## 3. Storytime

"Brownie Year Book"  
(October, November, December),  
Anthology pages 41–42 (15 minutes)

Discuss each poem, as in lesson 28.

## 4. Writing

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### Writing Skills (5–10 minutes)

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#### Evaluating and Revising

Continue going over misspelled words that the children should be able to spell. Have the group help you correct the words.

### Seminar (10 minutes)

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1. Have the seminar leaders share their work. Encourage the other children to ask appropriate questions.
2. Assign the next 3 seminar leaders.

## 5. Extending the Lesson

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### Homework

---

Go over the homework papers with the children. Call on volunteers to tell how they corrected the spelling of words on the page. Let the others say whether these corrections are right. Collect the papers.



# Looking Ahead

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1. Duplicate activity sheet 30.
2. Be prepared to begin developing the story "Eve's Dream" on the board or on chart paper. This is the first story in the level 1:1 reader, *The Blue-Pillowed Sky*.
3. (optional) If you choose to read *Chicken Soup with Rice*, by Maurice Sendak, in lesson 30's storytime, prepare to do so.
4. (optional) You may want the children to make month posters in lesson 30's extending the lesson. If so, gather the necessary materials.
5. Have on hand additional samples of the children's work in which they have misspelled words they should be able to spell.
6. (optional) Cut out pictures from magazines so that the children can write about them. This is an optional homework activity in lesson 30.
7. Word list 3 will be introduced in lesson 30.

# Unit 4

---

## The Blue-Pillowed Sky

Up to this point the children have been reading story sequences in the workbook or very short stories in the individual storybooks. In unit 4 they are introduced to their first reader, the preprimer *The Blue-Pillowed Sky*. While the stories in this book are presented in segments, the segments increase in length, and the children are responsible for reading the entire selection after all the segments have been read.

### Comprehension

---

The children continue to work on predicting outcomes and retelling story episodes during the reading parts of the lessons. They are introduced formally to sequencing and drawing conclusions and given repeated opportunities to apply these newly taught skills to their reading.

## Literature

Through discussion in storytime, children are introduced to the traditional genres of children's literature. They listen to fairy tales, folk tales, and fables. As part of the discussion of these stories you may wish to talk about some of the characteristics of these genres.

- Folk tales are make-believe stories about real-life problems that have been passed down from generation to generation.
- Fairy tales, like folk tales, are about real-life problems; however, fairy tales usually involve imaginary characters and magical elements.

The children will probably add to these characteristics that fairy tales usually begin with "Once upon a time" and include a prince and princess who live happily every after.

- Fables are another common genre in children's literature. Children often already know that there is a lesson in a fable. Through simple discussion they can easily recognize that the characters in fables are talking animals or things.

## Writing

In addition to further work on spelling, children are taught additional editing skills in this unit. They begin work on spacing, capitalization, and punctuation.



# Unit 4 Scope and Sequence

|                                                                      | Literature                                | Comprehension                                                                                  | Visual and Auditory Recognition     | Decoding                                                                         | Word Meaning                                           |
|----------------------------------------------------------------------|-------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------|
| Eve's Dream<br><b>Lesson 30</b><br>Teacher's Guide,<br>pages 336–345 | Storytime: Poetry                         | Using Background Knowledge<br>Predicting Outcomes                                              |                                     | /ā/ Spelled ā<br>Blending<br>Sight Words<br>Final Consonants                     | Antonyms                                               |
| <b>Lesson 31</b><br>pages 346–352                                    |                                           | Drawing Conclusions<br>Activity Sheet 31:<br>Matching Sentences<br>with Pictures               |                                     | /g/ Spelled g                                                                    |                                                        |
| <b>Lesson 32</b><br>pages 353–362                                    | Storytime: Fiction                        | Making Comparisons                                                                             |                                     | /ā/ Spelled _ay<br>Blending<br>Sight Words<br>Final Vowels<br>Initial Consonants | Antonyms                                               |
| <b>Lesson 33</b><br>pages 363–370                                    | Storytime: Poetry                         | Using Background Knowledge                                                                     |                                     | /k/ Spelled k<br>Activity Sheet 33:<br>/ē/, /ī/                                  | Homophones<br>Matching Definitions<br>with Words       |
| <b>Lesson 34</b><br>pages 371–378                                    |                                           | Understanding Sequence<br>in Text<br>Activity Sheet 34:<br>Matching Sentences<br>with Pictures |                                     | Blending<br>Final Consonants                                                     |                                                        |
| By the Sea<br><b>Lesson 35</b><br>Teacher's Guide<br>pages 379–386   | Storytime: Poetry                         | Activity Sheet 35:<br>Answering Riddles                                                        |                                     | /ū/ Spelled ā, ē, ō<br>Sight Words                                               | Synonyms                                               |
| <b>Lesson 36</b><br>pages 387–393                                    | Rhyme<br>Storytime: Poetry                | Drawing Conclusions<br>Making Conclusions<br>Activity Sheet 36:<br>True or False               |                                     | /ā/ Spelled a _e<br>Blending<br>Final Vowels<br>Medial Vowels                    | Antonyms                                               |
| <b>Lesson 37</b><br>pages 394–400                                    | Genres: Folk Tale<br>Storytime: Folk Tale |                                                                                                |                                     | /k/ Spelled c                                                                    |                                                        |
| <b>Lesson 38</b><br>pages 401–408                                    | Storytime: Folk Tale                      | Predicting Outcomes                                                                            |                                     | /ā/ Spelled ai _<br>Blending<br>Medial Vowels                                    | Homophones                                             |
| <b>Lesson 39</b><br>pages 409–415                                    |                                           | Activity Sheet 39:<br>Matching Sentences<br>with Pictures                                      |                                     |                                                                                  |                                                        |
| The Fair<br><b>Lesson 40</b><br>Teacher's Guide,<br>pages 416–422    | Storytime: Poetry                         | Using Background Knowledge<br>Drawing Conclusions                                              |                                     | /ō/ Spelled ō<br>Blending<br>Sight Words<br>Initial Vowels                       | Antonyms<br>Activity Sheet 40:<br>Completing Sentences |
| <b>Lesson 41</b><br>pages 423–430                                    | Storytime: Caldecott<br>Award-Winner      | Predicting Outcomes                                                                            |                                     | /ō/ Spelled _ow<br>Activity Sheet 41:<br>Block A Spellings                       |                                                        |
| <b>Lesson 42</b><br>pages 431–439                                    | Storytime: Caldecott<br>Award-Winner      | Using Background Knowledge<br>Activity Sheet 42:<br>Matching Sentences<br>with Pictures        |                                     | /ō/ Spelled _oe<br>Blending<br>Sight Words<br>Final Vowels                       |                                                        |
| <b>Lesson 43</b><br>pages 440–449                                    |                                           | Drawing Conclusions                                                                            | Activity Sheet 43:<br>Rhyming Words | /ch/ Spelled ch                                                                  |                                                        |
| <b>Lesson 44</b><br>pages 450–456                                    | Storytime: Caldecott<br>Award-Winner      | Predicting Outcomes                                                                            |                                     | /ō/ Spelled o _e<br>Blending<br>Sight Words<br>Initial Consonants                | Activity Sheet 44:<br>Homophones                       |
| <b>Lesson 45</b><br>pages 457–463                                    |                                           |                                                                                                |                                     | /ō/ Spelled oa _<br>Activity Sheet 45:<br>/ā/, /ī/                               |                                                        |
| <b>Lesson 46</b><br>pages 464–471                                    | Storytime: Poetry                         | Drawing Conclusions<br>Understanding Sequence<br>in Text                                       |                                     | Blending<br>Sight Words<br>Medial Vowels                                         | Homophones<br>Activity Sheet 46:<br>Homophones         |



| Structural Analysis                                               | Study and Research                                                                                     | Writing                                                            | Mechanics                                                                                  | Listening and Speaking                                                                                                                 |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
|                                                                   | Parts of a Book<br>Activity Sheet 30:<br>Alphabetical Order                                            | Evaluating and Revising                                            |                                                                                            | Participating in<br>Discussions<br>Active Reading<br>Storytime<br>Show and Tell<br>Reading Fluently and<br>Expressively<br>Seminar     |
| Activity Sheet 32:<br>Forming Plurals                             | Learning Test Taking<br>Techniques: Testing<br>Formats                                                 | Evaluating and Revising                                            | Punctuation:<br>Question Mark<br>Punctuation:<br>Quotation Marks                           | Active Reading<br>Storytime<br><br>Reading Fluently and<br>Expressively                                                                |
|                                                                   |                                                                                                        | Evaluating and Revising<br><br>Developing a Writing<br>Goal: Topic | Writing Legibly                                                                            | Active Reading<br>Storybooks<br>Storytime<br>Seminar<br><br>Participating in<br>Discussions                                            |
|                                                                   | Learning Test Taking<br>Techniques: Testing<br>Formats<br><br>Activity Sheet 37:<br>Alphabetical Order | Final Proofreading                                                 | Punctuation:<br>Quotation Marks<br><br>Capitalization:<br>Proper Nouns                     | Active Reading<br>Storytime<br>Seminar                                                                                                 |
| Activity Sheet 38:<br>Forming Plurals<br><br>Inflectional Endings |                                                                                                        | Evaluating and Revising                                            | Punctuation:<br>Exclamation Point<br>Capitalization<br><br>Punctuation:<br>Quotation Marks | Reading Fluently and<br>Expressively<br>Active Reading<br>Storytime<br>Seminar<br>Participating in<br>Dramatizations                   |
| Contractions                                                      |                                                                                                        | Developing a Writing<br>Goal: Topic                                | <br><br>Punctuation:<br>Exclamation Point<br>Punctuation: Period<br>Writing Legibly        | Participating in<br>Discussions<br>Active Reading<br>Storytime<br>Show and Tell<br><br>Seminar                                         |
|                                                                   | Learning Test Taking<br>Techniques: Testing<br>Formats                                                 | Evaluating and Revising<br><br>Final Proofreading                  | Capitalization and<br>Punctuation                                                          | Active Reading<br>Storybooks<br>Storytime<br><br>Seminar                                                                               |
|                                                                   |                                                                                                        |                                                                    |                                                                                            | Active Reading<br>Storytime<br>Seminar<br><br>Reading Fluently and<br>Expressively<br>Participating in<br>Discussions<br>Show and Tell |
|                                                                   | Learning Test Taking<br>Techniques: Testing<br>Formats                                                 | Final Proofreading                                                 |                                                                                            | Active Reading<br>Storytime                                                                                                            |



# “Eve’s Dream”

## Materials

Wall Sound Card: /ā/  
 Sound Response Card: /ā/  
 Reading Skills Workbook, page 59  
 Activity Sheet 30  
 Word List 3  
*The Blue-Pillowed Sky*, title page, contents page,  
 page 1  
*Chicken Soup with Rice*, by Maurice Sendak  
 (optional)

## Skills

### Decoding

/ā/ Spelled ā [I]  
 Blending [P]  
 Sight Words [P]  
 Final Consonants and Medial Vowels [P]

### Word Meaning

Antonyms [P]

### Study and Research

Parts of a Book [I]

### Comprehension

Using Background Knowledge [P]  
 Predicting Outcomes [P]

### Writing

Evaluating and Revising [P]

### Listening and Speaking

Participating in Discussions [P]

## Overview

This is the first of five lessons in which children will be reading “Eve’s Dream.”

### Key to Skill Codes

[I] = Introduction

[P] = Practice



# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Wall Sound Card Drill

Point to the appropriate parts of the cards and have children say the name, sound, and spellings of each card. Review the more recently introduced cards.

## New Sounds and Words (10 minutes)

### /ă/ Spelled ā

Review the Lisa story, having the children participate as much as possible. Recall that while Lisa and some of her friends stayed home, Heidi, Rosa, Drew, and Dave went to the park to follow another clue in the search for the missing blocks. In the last episode, the 4 friends had seen a parachute with a package attached to it falling from an airplane. Now read the next episode.

Heidi, Rosa, Drew, and Dave watched as the parachute with the package floated to the ground. As soon as the package hit the ground, they ran over to it and untied it. Heidi opened the package. "Here it is," she said. "We now have Block A: /ă/ [pause], /ă/."

Sound: /ă/

The sound at the beginning of *apron*, *April*, *acorn*

The sound at the end of *play*, *may*, *hay*

Spelling: ā ("a mark")

Wall sound card: Block A

(You may want to have the children guess the name of the new card. Since they have learned Block E and Block I, they are likely to figure out that this one will be called Block A.)

## Word Lines (10–15 minutes)

### Blending

In line 1, present the 2-syllable words by using the whole-word method. Cover the first part of the word after you have blended it. Blend the second part. Uncover the first part of the word and blend the whole word. Write the e in white chalk, since it is silent.

In line 2, the final e in these 3 words should also be written in the consonant color. Tell the children that the e is silent.

In line 3, point out that *firelight* is a compound word, made up of *fire* and *light*.

### Sight Words

In line 4, remember to put a box on the board before presenting the outlaw word *eight*. The children should not attempt to sound and blend outlaw words.

WhW 1. āble tāble fāble stāble

WhW 2. pāste wāste tāste

WhW 3. fire light firelight

4. eight

### Antonyms

Play the Detective game to have some of the words reviewed and erased. Then have the remaining words read and erased.

A piece of furniture. (table)

Where horses are kept. (stable)

A number. (eight)

A story. (fable)

Sticky stuff, like glue. (paste)

Opposite of save. (waste)

Opposite of dark. (light)

If the Detective game is difficult for the children, you may give them another clue—the line in which the word can be found.

## Word-Line Sentences (10 minutes)

### Blending

1. Eve sleeps bēhīnd the stāble.
2. Ī'll find the pāste.
3. Pete tāstes the peas.

Have a different volunteer read and erase the sentence that answers each of these questions:

What will I find? (I'll find the paste.)

Where does Eve sleep? (Eve sleeps behind the stable.)

Have a child ask a question about the last sentence. Say that the question should start with *What*.

What does Pete do? (Pete tastes the peas.)

If your class can't do this, ask the question yourself and have the sentence read and erased.

## Sound Response Card Drill (10 minutes)

### Final Consonants and Medial Vowels

#### Level 1 Drill:

/r/ /z/ /th/ /n/ /sh/ /f/ /s/

#### Level 2E Drill (sounds at the end of words):

wish lion fear breath wolf lots socks  
shelf wealth poor lean crash fish let's  
mean air health myself

#### Level 3E Drill (sounds and spellings at the end of words):

these rise size dries

This is the first time you will present a level 3 drill. Here, in addition to determining the sound at the beginning, middle, or end of a word, the children must indicate the correct spelling of the sound. To do this they leave the cards on their carpets and touch the correct spelling. You must walk around the room to determine whether the children are responding correctly. The following model illustrates a level 3 drill.

DIRECTIONS FOR SOUND RESPONSE CARD DRILL:

Level 3—Spellings of Sounds in Position in Words

- Teacher: Listen for the sound at the end of each word I say. Leave your response cards on your carpets and touch the correct spelling of the sound of the word. Ready? Say *these*.
- Children: *These*.
- Teacher: Sound.
- Children: /z/. (They leave the /z/ card on their carpets and touch the correct spelling: z.)
- Teacher: Spelling?
- Children: Blank s voice bar. (Any child who made a mistake—perhaps pointing to z—should correct the error by moving his or her finger to the correct spelling. If the children don't give the correct answer, praise their effort and then give the answer yourself. Break the drill briefly to write the word on the board and point out the correct spelling. Then continue.)
- Teacher: Say *freeze*.
- Children: *Freeze*.
- Teacher: Sound.
- Children: /z/. (They point to the spelling z.)
- Teacher: Spelling?
- Children: z (letter name).

Have the children band their orange and white cards and put them in their containers.

Continue the procedure for the rest of the drill. Use the same technique when the yellow cards are spread out. To avoid confusion in the case of homonyms (*here, right, real*), which are marked (\*), use illustrative sentences, such as *Here is a book; The answer is right; I saw a real beast*. Only a level 3 drill will be held with the yellow cards so that the children can practice this type of drill.

YELLOW CARDS

Hand out the response card for /ā/.

Level 3M Drill (sounds and spellings in the middle of words):

here\* find shine right\* real\* dried paste



## Workbook page 59

### Sounds, Spellings, and Words (5 minutes)

#### Reinforcing /ā/ Spelled ā

1. Review the wall sound card. Tell the children that they will be filling in the other spellings for Block A as they learn them.
2. Have the children trace and write the 2 words.

#### Picture Exercise (5–7 minutes)

1. Put the exercise on the board or on an overhead if the children need this initial presentation. Otherwise, have them read each word silently and then underline the words that go with the pictures. [seat, three]
2. Have a volunteer read each set of words and say which ones he or she chose. If the choices are correct, ask all the children to write the words under the pictures they go with.

Sounds, Spellings, and Words



ā  
a \_ e  
ai \_  
\_ ay

Decoding  
table \_\_\_\_\_ taste \_\_\_\_\_



side  
seat  
sigh  
seat

3

free  
right  
three  
three

Name \_\_\_\_\_

59

## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 30: Alphabetical Order

#### Activity Sheet 30

Name \_\_\_\_\_

Look at the first letter in each group of words. Find the one that comes first in the order of the alphabet. Put a 1 by it. Put a 2 by the second one. Put a 3 by the third one.

a b c d e f g h i j k l m n o p q r s t u v w x y z

|      |          |       |          |
|------|----------|-------|----------|
| meat | <u>2</u> | time  | <u>3</u> |
| lean | <u>1</u> | steam | <u>2</u> |
| nine | <u>3</u> | read  | <u>1</u> |
| fine | <u>2</u> | beef  | <u>1</u> |
| here | <u>3</u> | tire  | <u>3</u> |
| deep | <u>1</u> | near  | <u>2</u> |

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**Game Mat: Sounds Sprint** Introduce the variation to the whole group. Instructions are given in lesson 29.

**Word List 3** Introduce this new list, which is for lessons 21–30. Have the children work in pairs practicing the words on it.

#### Small-Group Instruction

**Block / Spellings** Review all of the Block / spellings. Use the Word-Line Cards to review words that use these spellings.

**Dictation** Preteach dictation for lesson 31 to those children who need an initial presentation.

**Story Sequence** Preteach the part of "Eve's Dream" for lesson 31 to those children who need an initial presentation if you are not building the story at the board before reading in *The Blue-Pillowed Sky*. (See the reading section of this lesson.)

**Word-Line Sentence Cards** Use these cards to give the children extra reading practice. Have them extend the sentences orally.

**Spelling Patterns** For children having difficulty sounding and blending sound by sound, teach them to look for word patterns such as *ight*, *ile*, *ire*, *ive*, and those with the Block E sound. For example, put *ight* on the board a number of times. Tell the children what it says. Then say, "Put an *i* in front of *ight*, and what do you get?" [*light*] Repeat the procedure with *s*, *m*, *n*, *r*, *f*, and so on.

## 2. Reading

"Eve's Dream,"  
*The Blue-Pillowed Sky*, page 1

### Introducing the Reader (2 minutes)

#### Parts of a Book

Introduce the reader, *The Blue-Pillowed Sky*. Tell the children that from now on they will read stories in this book instead of their workbook. Direct them to the title page. Point out what is written here, and have them follow along as you read the title. Next, have them turn to the table of contents. Help them locate the title of the first story and the number of the page on which the story begins. Ask them to turn to page 1.

### Active Reading (10 minutes)

#### Using Background Knowledge

1. Have the children look at the picture on page 1. Ask them to describe what they see. Call on a volunteer to tell where the story is taking place. [a farm]
2. Ask a volunteer to read the title of the story, "Eve's Dream." Have the children suggest what the story will be about. Remind them of the poem "My Dreams." You may want to reread the poem (workbook page 58). Let the children briefly discuss dreams. Ask whether dreams always seem real or make sense. Call on volunteers to tell about dreams they have had. Let the rest of the class decide whether the dreams made sense. You may want to take this opportunity to suggest that dreams may be a very good writing topic.

#### Predicting Outcomes

3. Have the children read the page silently and then call on volunteers to read it aloud. Have one child retell the text and another predict what will happen in the story.



Before the children read a story in their reader, *The Blue-Pillowed Sky*, you may want to develop it first at the chalkboard, on a flip chart, or on the overhead projector. Have the children read in unison. The segments become longer each day, so this initial development should help the children get used to the longer format. This practice will eventually be dropped. You are of course always free to develop any story at the board first if your class needs an initial presentation. An alternative is to give the presentation to those who need it during workshop.

## Eve's Dream

Eve sleeps behind the stable.  
She dreams.



1

## 3. Storytime

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*Chicken Soup with Rice* by  
Maurice Sendak (15 minutes) (optional)

---

As an extension activity for "Brownie Year Book," you may want to read *Chicken Soup with Rice*, by Maurice Sendak (Harper & Row). This is another book of month-by-month poems.

## 4. Writing

---

Writing Skills (5–10 minutes)

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### Evaluating and Revising

Continue working on correcting spelling errors in words composed of sounds and spellings that the children have learned. Don't underline the errors. Have the children try to find them first.

Independent Writing

---

Choosing Topics (5–10 minutes)

### Participating in Discussions

**Show and Tell** Have the children assigned to this Show and Tell take their turns. Remind the others that they may ask questions. At the end of each child's turn, ask if he or she has decided on a writing topic. If so, write the topic in the child's folder.

After Show and Tell, hold conferences with individuals while the rest of the children write.

## 5. Extending the Lesson

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### Posters

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You may want the children to make a large poster for each month of the year. Encourage them to work in small groups of 2 or more—1 group per poster. Each poster should include a calendar for the month it represents, as well as any birthdays, holidays, and school activities that take place during that month.

### Homework

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Cut pictures from magazines and give each child one. Ask everyone to write a sentence about his or her picture and then to glue the picture to the page, below the sentence. Ask the children to bring their papers to the next class.

## Looking Ahead

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1. Duplicate activity sheet 31.
2. Prepare to continue building "Eve's Dream" on the board, on a flip chart, or an overhead transparency.



# “Eve’s Dream” (continued)

## Materials

Wall Sound Card: /g/  
 Reading Skills Workbook, page 60  
 Activity Sheet 31  
*The Blue-Pillowed Sky*, page 2  
*The Illustrated Treasury of Children’s Literature*,  
 pages 111–117

## Skills

### Decoding

/g/ Spelled g [I]  
 Blending [P]  
 Sight Words [P]

### Listening and Speaking

Reading Fluently and Expressively [P]

### Comprehension

Drawing Conclusions [P]

### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Sounds Race

Use the Sound Flash Cards to play a team game. You may either assign a runner for each team to keep track of correct answers or assign points for each correct answer.

## New Sounds and Words (10 minutes)

### g Spelled g

By the time Rosa and the others had gathered up the package with the Block A in it and the parachute, they were again near the duck-and-geese pond in the park.

As they walked along the path at the edge of the pond, Heidi said, "Listen, I hear something." They all listened to the sound /g/, /g/, /g/ [pause], /g/, /g/, /g/ [pause].

"Oh, no!" said Drew. "I guess that means we're going to be chased again."

"I don't think we have anything to worry about this time," Dave said as he parted some weeds near the pond. "What we hear are these **croaking frogs**: /g/, /g/, /g/ [pause], /g/, /g/, /g/."

Sound: /g/

Sound at the beginning of *goose*, *girl*, *gobble*

Sound at the end of *bag*, *big*, *frog*

Spelling: g

Wall sound card: Croaking Frogs

## Word Lines (10 minutes)

### Blending

In lines 1 and 2, the final e in *geese*, *eagle*, and *beagle* should be written in white chalk.

### Sight Words

In line 3, remember to draw 2 boxes and write the outlaw words *seven* and *eight* in them.

WhW 1. *green* *greet* *gleam* *geese*

WhW 2. *eagle* *beagle*

WhW 3. *five* seven eight *nine*

Play the Detective game. Have the remaining words read and erased.

Number after *eight*. (*nine*)

A dog. (*beagle*)

Number before *six*. (*five*)

A color. (*green*)

Number after *six*. (*seven*)

Number after *seven*. (*eight*)

## Word-Line Sentences (10 minutes)

### Blending

1. Eve fears the eagle.
2. The green beans taste fine.
3. The beagle eats the meat.

Have volunteers read and erase the sentences.

## Workbook page 60

### Sounds and Spellings (5 minutes)

#### Reinforcing g Spelled g

Review the wall sound card. Write the words *green* and *eagle* on the chalkboard, and have children practice writing them on their slates.

### Dictation (10–15 minutes)

#### Line 1:

/v/ /r/ /t/ /z/ spelled z

#### Line 2 (beginning):

hide (h\_) wide (w\_) beat (b)  
neat (n)

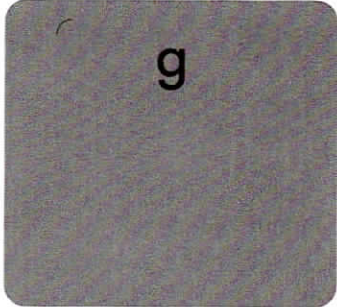
#### Line 3: mean vine

#### Line 4: ride mind

#### Line 5: I feel fine.



**Sounds and Spellings**



**Dictation**

v r t z

h\_ w\_ b n

mean vine

ride mind

I feel fine.

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## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 31: Matching Sentences to Pictures

#### Activity Sheet 31

Name \_\_\_\_\_

Copy the sentence that goes with the picture.

I eat limes.  
We fry the meat.



We fry the meat.

Neal flies by the trees.  
The leaf flies.



Neal flies by the trees.

We're near the heat.  
We fry a meal.



We're near the heat.

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**Dream Pictures** Ask the children to draw a picture of a dream they have had and to write a sentence about what they drew. (Be sure to give them time to share their pictures.)

#### Small-Group Instruction

**Story Sequence** Preteach "Eve's Dream" for lesson 31 if only a part of your group needs this initial presentation.

**Dictation** Preteach the dictation for lesson 33.

**Word List 3** Begin to check individuals on this list.

**Reading** Read and discuss a storybook with a group that has finished reading it independently.

**Word-Line Sentences** Reteach the lesson's word lines and word-line sentences.

**Word-Line Sentence Cards** Use these cards as a reading fluency activity.

## 2. Reading

Eve sees a green eagle.  
The eagle flies by Eve.  
Eve fears the eagle.



2

"Eve's Dream,"  
*The Blue-Pillowed Sky*, page 2

**Active Reading (5–10 minutes)**

**Reading Fluently and Expressively**

1. Develop the story at the board or have the children read the page silently. Call on volunteers to read it aloud. Then have a volunteer retell what has happened. Be sure the children understand that Eve is dreaming about the green eagle.

**Drawing Conclusions**

2. Ask the children whether they have ever dreamed about something that frightened them. Have a few recall such dreams. Ask the class how they think Eve feels.

Page 2

### 3. Storytime

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"Nonsense Alphabet,"  
Anthology pages 111–117 (10 minutes)

---

Read the poem for the children's enjoyment.

### 4. Writing

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Independent Writing (10–15 minutes)

Have the children take out their folders and write as usual. Hold conferences with as many children as possible. Remember to comment on the work in a positive manner before asking questions. Pay special attention to children who seem to be stuck.

Seminar (5–10 minutes)

Have the seminar leaders share their stories. The children should be asking good questions by now. If they are not, model asking questions and making appropriate comments.

Assign the next seminar leaders.

### 5. Extending the Lesson

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Homework

Ask the children to take out the homework that was assigned the day before. Call on volunteers to read their sentences and show their pictures. Let the rest of the class discuss whether the sentences really tell about the pictures.



# Looking Ahead

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1. Duplicate activity sheet 32.
2. Be prepared to continue building "Eve's Dream" on the board, on a flip chart, or on an overhead transparency.
3. Prepare sound reponse card /g/ for each child's set.
4. Prepare to introduce the mat game Name the Picture in lesson 32.
5. Gather several alphabet books to read during lesson 32. A list of such books appears in the storytime section of that lesson.
6. Collect samples of the children's writing with misspellings of Block / words that the children should be able to spell. You will be using these samples, beginning with lesson 32. Write them on a transparency, on chart paper, or on the board before class. If you can't find actual samples in the children's writing, make up your own.
7. Prepare a homework sheet containing sentences with misspellings of Block E and Block / words that the children should be able to spell correctly. You will be using them in lesson 32.

# “Eve’s Dream” (continued)

## Materials

Wall Sound Card: /ā/  
Sound Response Card: /g/  
Reading Skills Workbook, page 61  
Activity Sheet 32  
Game Mat: Name the Pictures  
*The Blue-Pillowed Sky*, page 3  
Alphabet Books

## Skills

### Decoding

/ā/ Spelled \_ay [I]  
Blending [P]  
Sight Words [P]  
Final Vowels and Initial Consonants [P]

### Mechanics

Punctuation: Question Mark [I]  
Punctuation: Quotation Marks [I]

### Study and Research

Test-taking Techniques: Testing Formats [P]

### Word Meaning

Antonyms [P]

### Comprehension

Making Comparisons [P]

### Writing

Evaluating and Revising [P]

#### Key to Skill Codes

[I] = Introduction

[P] = Practice



# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Wall Sound Card Cheer

Do the cheer to review all the wall sound cards introduced so far.

## New Sounds and Words (10 minutes)

### /ā/ Spelled ay

Sound: /ā/

Spelling: ay ("blank ay")

Explain that the blank means that the spelling is usually found at the end of a word.

Wall sound card: Block A

## Word Lines (10 minutes)

### Blending

In line 3, show the children that they can put the known words *a* and *way* together to make the word *away*. Also point out the compound word *daylight*.

### Sight Words

In line 4, be sure to draw a box on the board and write the outlaw word *says* in it. Pronounce the word and have the children repeat it. Do not let the children attempt to sound and blend.

WhW 1. *may say hay way*

WhW 2. *play stay tray gray*

WhW 3. *away daylight*

4. says and

Have a Race to Erase to review the words. Let the first child who finds the correct word erase it. The class can be the judge.

## Word-Line Sentences (10 minutes)

### Punctuation: Question Mark

Sentence 2 is the first asking sentence. Explain that some sentences ask questions. Say that a sentence that asks a question ends with a question mark instead of a period. Draw a question mark on the board and have the children copy it on their slates. Call on volunteers to say some sentences that are questions.

### Blending

1. Eve stays and plays.
2. May I ride near the highway?
3. Ray says hē sees eight beagles.

Have the children read and erase the sentences that answer these questions:

What does Ray say? (Ray says he sees eight beagles.)

Which sentence asks a question? (May I ride near the highway?)

Have a child ask a question that can be answered by the first sentence. Give help by saying that the question will begin with *What*.

What does Eve do? (Eve stays and plays.)



## Sound Response Card Drill (10 minutes)

### Final Vowels and Initial Consonants

#### YELLOW CARDS

Level 1 drill: /ē/ /ā/ /ī/

Level 2E drill (sounds at end of words):

sly tree hay away Lee shy dry three way

#### GRAY CARDS

Give each child the card for /g/, which is gray.

Level 1 drill:

/h/ /w/ /t/ /m/ /d/ /g/ /b/ /p/ /l/ /v/

Level 2B drill (sound at the beginning of words):

vote dream late waist boy get green  
pain made tree home weren't beat Gail  
please vain drone leave was hair baby  
put tries middle lane drove very hoe  
train maybe

**Teaching Tip** If the sound response card drill is too long, eliminate 1 of the colors or reduce the number of words in the level 2 drills.

## Workbook page 61

### Sounds, Words, and Sentence (5 minutes)

#### Reinforcing /ā/ Spelled \_ay

1. Have the children turn back to page 59 and fill in the \_ay spelling. Review the card and the 2 spellings.
2. On page 61, have the children read the words and sentence, and then trace and copy them. Remind everyone to proofread.

#### Sounds, Words, and Sentence

way hay  
gray green  
says and  
He may stay.

Decoding

#### Multiple-Choice Exercise

|          |                                        |                                        |                                       |
|----------|----------------------------------------|----------------------------------------|---------------------------------------|
| <b>A</b> | <input checked="" type="radio"/> night | <input type="radio"/> I                | <input type="radio"/> mean            |
|          | <input type="radio"/> flight           | <input checked="" type="radio"/> I'll  | <input checked="" type="radio"/> wife |
|          | <input type="radio"/> right            | <input type="radio"/> I'm              | <input type="radio"/> lean            |
| <b>B</b> | <input type="radio"/> miles            | <input type="radio"/> read             | <input type="radio"/> might           |
|          | <input type="radio"/> meals            | <input type="radio"/> ride             | <input checked="" type="radio"/> neat |
|          | <input checked="" type="radio"/> real  | <input checked="" type="radio"/> right | <input type="radio"/> hide            |

Name \_\_\_\_\_

61

### Multiple-Choice Exercise (5 minutes)

#### Test-taking Techniques: Testing Formats

Present the exercise on the board or on an overhead if the children need this initial presentation. Otherwise, ask everyone to look at the exercise at the bottom of the page. Call on volunteers to read the words in each box aloud and to use each word in a sentence. Then give a clue for each box and have the children mark the words. Review the children's work with them.

#### Row A

Box 1: Mark the word *night*.

Box 2: Mark the word *I'll*.

Box 3: Mark the word *wife*.

#### Antonyms

#### Row B

Box 1: If a thing is just pretend, then it is not \_\_\_\_\_. (*real*)

Box 2: If something is wrong, then it is not \_\_\_\_\_. (*right*)

Box 3: If your room is messy, then it is not \_\_\_\_\_. (*neat*)

## Workshop and Remediation

### Practice Activities: (30 minutes)

#### Activity Sheet 32: Forming Plurals

#### Activity Sheet 32

Name \_\_\_\_\_

Draw a line from the singular form of the word to its plural form.

The first one has been done for you.

pea — flights  
flight — peas  
line — lines

Print the plural form of these words on the guidelines.

tree — trees

light — lights

dime — dimes

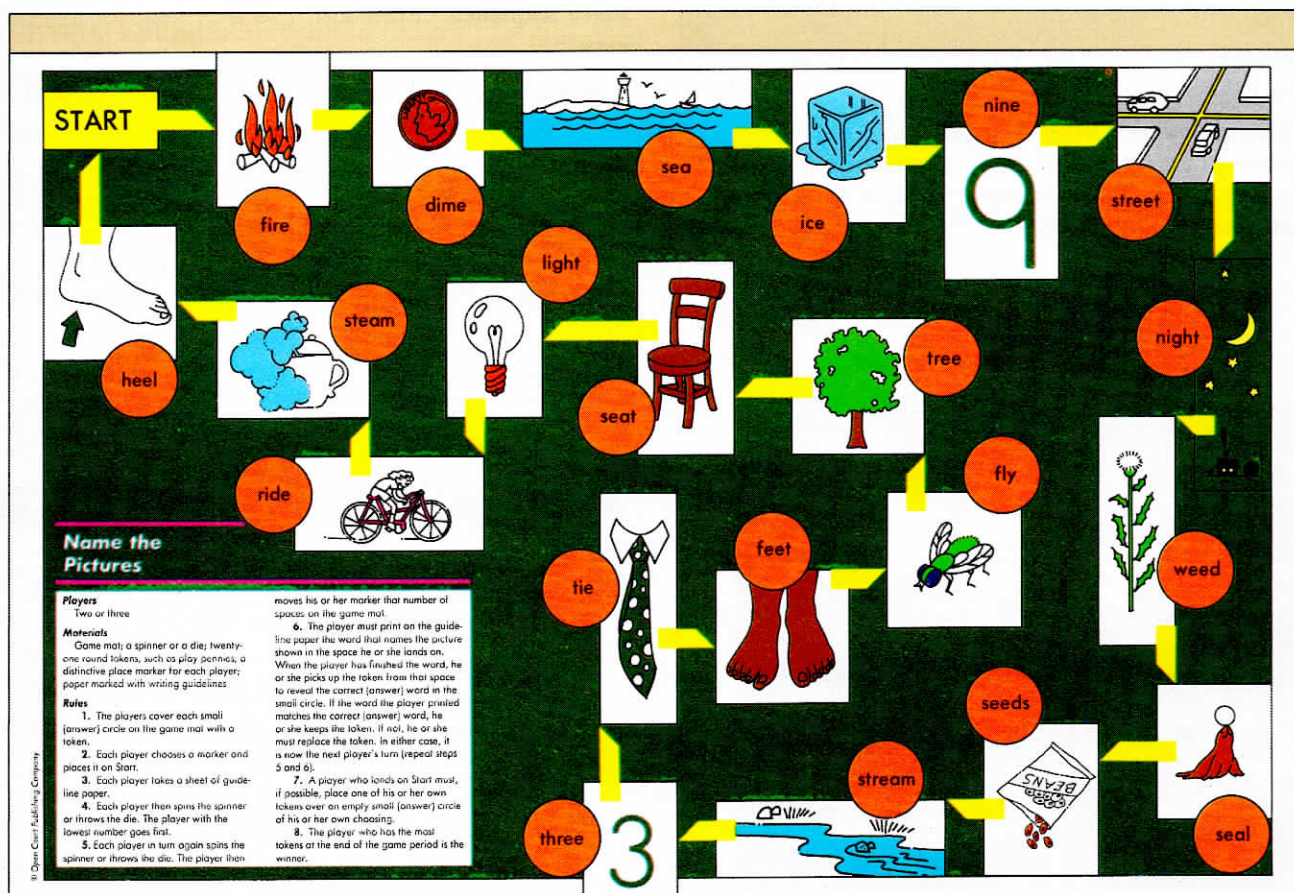
tire — tires

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**Game Mat: Name the Pictures** Introduce this game to the whole group by reading aloud and demonstrating its directions. Then let 2 children play the game for the others.

Name the Pictures is played the same way as Letter Match, which was introduced in getting-acquainted session X.





## Name the Pictures

### Players

Two or three

### Materials

Game mat; a spinner or a die; twenty-one round tokens, such as play pennies; a distinctive place marker for each player; paper marked with writing guidelines

### Rules

1. The players cover each small (answer) circle on the game mat with a token.
2. Each player chooses a marker and places it on Start.
3. Each player takes a sheet of guideline paper.
4. Each player then spins the spinner or throws the die. The player with the lowest number goes first.

5. Each player in turn spins the spinner or throws the die again. The player then moves his or her marker that number of spaces on the game mat.
6. The player must print on the guideline paper the word that names the picture shown in the space he or she lands on. When the player has finished the word, he or she picks up the token from that space to reveal the correct (answer) word in the small circle. If the word the player printed matches the correct (answer) word, he or she keeps the token. If not, he or she must replace the token. In either case, it is now the next player's turn (repeat steps 5 and 6).
7. A player who lands on Start must, if possible, place one of his or her own tokens over an empty small (answer) circle of his or her own choosing.
8. The player who has the most tokens at the end of the game period is the winner.



**Small-Group Instruction**

**Word List 3** Continue testing individuals on this list.

**Spelling Review** Meet with groups to review spellings for /ē/ and /ī/. Put the spellings for the 2 vowel sounds on the board and have the children build words around them.

|     |      |
|-----|------|
| ē   | ī    |
| ee  | _je  |
| e_e | _y   |
| ea  | _igh |
|     | i_e  |

**Story Sequence** Preteach "Eve's Dream" for this lesson.

**Reading** Follow the usual procedures to read and discuss a storybook.

## 2. Reading

"Eve's Dream,"

*The Blue-Pillowed Sky*, page 3

### Active Reading (10 minutes)

1. Ask a volunteer to retell what has happened so far in the story. Then have the children look at the picture on page 3 of *The Blue-Pillowed Sky*. Ask them if Eve looks afraid in this picture. Let the children discuss what they think has happened.
2. Develop the story at the board or have the children read the page silently. Call on volunteers to read aloud.

### Punctuation: Quotation Marks

3. On the board, write "Please stay. I'll play," says the eagle. Point out the quotation marks, reminding the class that the words between these marks show what the eagle is saying. Have several children read the eagle's words.
4. Have a volunteer retell the story to this point. Discuss why Eve doesn't seem afraid of the eagle any more. Ask the children how they know she's not afraid. [She stays and plays.]
5. Discuss *real* versus *make-believe*. Ask if an eagle could really talk. Explain that things like this are make-believe. Then ask if any part of the story could really happen. [Eve could fall asleep and have a dream.]

Eve leaves.

"Please stay. I'll play," says the eagle.

Eve stays and plays.



3

### 3. Storytime

---

#### Alphabet Books (10 minutes)

---

##### Making Comparisons

After reading a few of the following books to the class, reread Edward Lear's "Nonsense Alphabet." Have the children discuss and compare them.

*Ashanti to Zulu*, by Margaret Musgrove (Dial, 1976).

*A Is for Angry*, by Sandra Boynton (Workman, 1983).

*All Butterflies: An ABC*, by Marcia Brown (Scribner's, 1974).

*Jambo Means Hello: Swahili Alphabet*, by Muriel Feelings (Dial, 1974).

*This Is the Ambulance Leaving the Zoo*, by Norma Farber (Dutton, 1975).



## 4. Writing

### Writing Skills (5–10 minutes)

#### Evaluating and Revising

Show the children samples of their writing in which Block / words are misspelled. You will need about 3 samples.

Read the sentences to the children. Underline the misspelled words. Then have the children help you spell the words correctly.

Circle each word after you have built it correctly orally; then write it correctly above or beside the circle.

Make sure the children understand that you are only concerned with those words that they should know how to spell correctly at this time. Encourage them to continue to feel free to spell inventively and/or phonetically.

### Independent Writing (10–15 minutes)

Have the children write as usual, holding brief conferences with as many as possible. Remind them that during independent writing they should (1) work on a story in progress; (2) start a new story; or (3) work on making a completed story better.

It is unlikely that many first-graders are writing stories at this time. We use the word story loosely to refer to the children's composing efforts. Don't be concerned if the children are still writing just words or short sentences. This is perfectly appropriate for first-graders.

## 5. Extending the Lesson

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### Homework

---

Give each child a homework sheet containing 3 or more sentences with misspelled Block *E* and Block *I* words that the children should be able to spell correctly. Ask everyone to proofread the sentences and to write the corrected sentences on a sheet of paper.

## Looking Ahead

---

1. Duplicate activity sheet 33.
2. Gather more samples of the children's work in which Block *I* words are misspelled. You will use them in lesson 33.
3. Be prepared to continue building "Eve's Dream" on the board, on a flip chart, or on an overhead transparency.

# “Eve’s Dream” (continued)

## Materials

Wall Sound Card: /k/  
 Reading Skills Workbook, page 62  
 Activity Sheet 33  
*The Blue-Pillowed Sky*, page 4  
*The Illustrated Treasury of Children’s Literature*,  
 page 56

## Skills

### Decoding

/k/ Spelled k [I]  
 Blending [P]

### Word Meaning

Homophones [P]  
 Matching Definitions with Words [P]

### Listening and Speaking

Reading Fluently and Expressively [P]

### Comprehension

Using Background Knowledge [P]

### Writing

Evaluating and Revising [P]

### Key to Skill Codes

[I] = Introduction

[P] = Practice



# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Wall Sound Card Drill

Briefly review the cards most recently introduced. Then name a spelling and have the children say the corresponding sound. For example, "i blank e" . . . /i/. If the children don't recognize the spelling, point to it and briefly review the card—the name, sound, and spelling(s).

## New Sounds and Words (10 minutes)

### /k/ Spelled k

"I'd like to go past the zoo again," said Rosa.  
"We can look at the animals through the fence."

As the boys and girls walked toward the zoo, they saw Mr. and Mrs. Kline on a bench near the fence. They had a large bag between them, and they were surrounded by little squirrels. The boys and girls watched as Mrs. Kline reached into the bag and got out a nut. Then she used a nutcracker to crack the nut for the squirrels: /k/ [pause].

"Why are you cracking nuts for the squirrels?" asked Heidi. "Don't they usually do that themselves?"

"Yes, big squirrels do," said Mrs. Kline, "but these are young ones. Their teeth aren't strong enough to crack nuts."

As Heidi and the others went on their way, Mr. Kline reached into the bag, pulled out a nut, and put the nut into the nutcracker. Then they heard the **cracking nut**: /k/ [pause], /k/ [pause], /k/.

Sound: /k/

Sound at the beginning of *kite, keep, kitten*

Sound at the end of *book, bake, bike*

Spelling: k

Wall sound card: Cracking Nut

(The wall sound cards that correspond to the spellings c and k are the same except for the order in which the spellings are shown. At this time just uncover the /k/ card.)

## Word Lines (10 minutes)

### Blending

In line 2, point out the capital letter at the beginning of *Mike*.

### Homophones

In Line 3, use the homophones *week* and *weak* in sentences to illustrate their different meanings.

WhW 1. kīnd kite keep

WhW 2. like bike hike Mike

WhW 3. week weak seek beak

### Matching Definitions with Words

Play the Detective game to review some of the word meanings. Call on a volunteer to erase each word from the board after it has been identified. Then have the remaining words erased.

Monday, Tuesday, Wednesday are days of the \_\_\_\_\_. (*week*)

Bird's mouth. (*beak*)

Not strong. (*weak*)

To look for. (*seek*)

A long walk. (*hike*)

A flying toy. (*kite*)

Something to ride on. (*bike*)

## Word-Line Sentences (10 minutes)

### Blending

1. Eve and the eagle play hide-and-seek.
2. Mike says hē likes the bike.
3. Wē keep the hay bēhind the stāble.

To review the sentences, have a child read and erase the one that answers each of these questions:

What does Mike say? (Mike says he likes the bike.)

What do Eve and the eagle do? (Eve and the eagle play hide-and-seek.)

Have a volunteer ask a question that can be answered by the last sentence. Give help, if necessary, by saying that the sentence will begin with *Where*. Have another child read and erase the answer.

Where do we keep the hay? (We keep the hay behind the stable.)

## Workbook page 62

### Sounds and Spellings (5 minutes)

#### Reinforcing /k/ Spelled k

After the children review the wall sound card and the spelling, write the words *kite* and *like* on the chalkboard. Have the children practice writing the words on their slates. (The c spelling of /k/ will be presented in lesson 37.)

### Dictation (10–15 minutes)

Line 1: /p/ /sh/ /v/ /s/

Line 2 middle:

life (i\_e) leave (ea) right (\_igh) freeze (ee)

Line 3: able greet

Line 4: shine five

Line 5: She sets the table.

### Sounds and Spellings

c  
k



### Dictation

p sh v s  
i\_e ea \_igh ee  
able greet  
shine five  
She sets the table.



## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 33: Reviewing the Sounds /ē/ and /ī/

**Sentence Strips/Scrambled Sentences** Have the children write sentences on strips and then cut the sentences into words. Let them exchange the words and arrange each other's words into sentences.

#### Small-Group Instruction

**Story Sequence** Preteach "Eve's Dream" for lesson 33 for those students who need an initial presentation.

**Dictation** Give more difficult dictation to your more able students.

**Story Segments** Reread the story segments from "Eve's Dream."

**Reading** Follow the usual procedures for reading and discussing a storybook.

### Activity Sheet 33

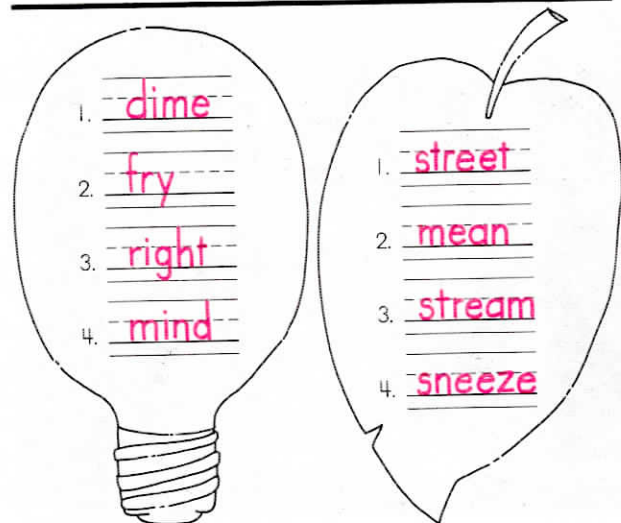
Name \_\_\_\_\_

Print the  words in the light bulb.

Print the  words in the leaf.

Read them to a friend.

fry street mean right  
stream sneeze dime mind



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## 2. Reading

Eve and the eagle play hide-and-seek.

The eagle hides behind the hay.

Eve finds the eagle.



4

"Eve's Dream,"  
*The Blue-Pillowed Sky*, page 4

**Active Reading (10 minutes)**

**Reading Fluently and Expressively**

1. Have the children look at the picture. Discuss what Eve and the eagle are doing.
2. Develop the story for this lesson at the board, having the children read in unison, or have the children read the page silently. Then call on volunteers to read each sentence aloud. Have another child retell what was read. Encourage the children to retell the sentences in their own words. Finally, have a volunteer reread the entire page.

## 3. Storytime

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"Halfway Down" and "The End,"

Anthology page 56 (10 minutes)

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### Using Background Knowledge

After reading the poems for their enjoyment, let the children discuss what they can do now that they are six.

Suggest that this may be a good writing topic.

## 4. Writing

---

Writing Skills (5 minutes)

---

### Evaluating and Revising

Show the children samples of their work, or examples that you have made up, with misspelled Block / words. This time do not underline the errors. Read the sentences to the children and ask them to find a misspelled Block / word. Help them as necessary.

Circle each word and have the children help you spell it correctly.

Remind the children that they should try to spell correctly the words whose sounds and spellings they have learned. Tell them to continue to do their best to spell the other words.

Independent Writing (10–15 minutes)

---

Have the children write as usual, while you hold conferences with individuals. Remind them to re-read their work to look for misspelled words that they should be able to spell. Say that they need not worry about their spelling when they're first putting down their thoughts, but when they finish writing they should proofread and try to make corrections.

Tell the seminar leaders that they will be having seminar during the next lesson.



## 5. Extending the Lesson

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### Homework

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Ask the children to take out the homework that was assigned the day before. Call on a volunteer to read one of the sentences and tell how he or she corrected the spelling in it. Let the rest of the class tell whether all the corrections were made and whether the changes are right. Continue until all of the sentences have been read and discussed.

## Looking Ahead

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1. Duplicate activity sheet 34.
2. Prepare sound response card /k/ to add to each child's set.
3. Be prepared to put the final part of "Eve's Dream" on the board, on a flip chart, or on an overhead transparency.
4. Prepare and duplicate a blank bingo card so that each child will have one. Make extra copies for the workshop shelf.
5. Prepare sentence strips and containers to hold them for the Real or Make-Believe extension activity in lesson 34.
6. Prepare samples of sentences with misspellings of Block *I* and Block *E* words for lesson 34.
7. The Outlaw Flash Cards will be introduced in lesson 34.
8. Prepare to give half the class the storybook *Dee Finds Neal* and the other half the storybook *Lee Meets a Seal*.

# “Eve’s Dream” (continued)

## Materials

Outlaw Flash Cards  
 Sound Response Card: /k/  
 Reading Skills Workbook, page 63  
 Activity Sheet 34  
*The Blue-Pillowed Sky*, page 5  
 Storybook *Dee Finds Neal*  
 Storybook *Lee Meets a Seal*

## Skills

### Decoding

Blending [P]  
 Final Consonants [P]

### Mechanics

Writing Legibly [P]

### Comprehension

Understanding Sequence in Text [I]

### Writing

Evaluating and Revising [P]

### Key to Skill Codes

[I] = Introduction

[P] = Practice



# 1. Phonics and Decoding

## Warm-up (10 minutes)

### Riddle Me This

Knocking on the Door, Block A: *day*  
Dripping Water, Block A, Motorboat: *pain*  
Beating Heart, Block E, Buzzing Bees: *bees*  
Be Quiet!, Block E, Ticking Clock: *sheet*  
Airplane, Block I, Motorboat: *vine*  
Croaking Frogs, Roaring Lion, Block E,  
Motorboat: *green*  
Ticking Clock, Block A, Flat Tire, Ticking  
Clock: *taste*

### Outlaw Flash Cards

The Outlaw Flash Cards are a set of cards with 1 outlaw (an irregular word) printed on each card. Use them to review the 6 outlaw words you have taught: *seven*, *and*, *eight*, *says*, *a*, *the*.

## Word Lines (10 minutes)

### Blending

Line 4 is optional. If you review these outlaw words, remember to put each one in a box on the board.

WhW 1. *deep* *weep* *sweep* *peep*

WhW 2. *pay* *lay* *pray* *spray*

WhW 3. *hide* *slide* *tied* *tried*

4. says and seven eight (optional)

Have a Race to Erase to review the words. Have 1 child give the word to be erased while 2 others race to find it first.

## Word-Line Sentences (10 minutes)

### Blending

In sentence 3, point out that *daydreams* is a compound word.

1. Eve likes the kind eagle.
2. May sweeps beneath the table.
3. Hē daydreams by the fire.

Have volunteers read and erase the sentences.

## Sound Response Card Drill (10 minutes)

### Final Consonants

Hand out sound response card for /k/, which is white. Have the children spread out their orange and white cards.

### Level 1 drill:

/s/ /t/ /k/ /th/ /z/ /r/ /sh/ /n/

### Level 2E drill (sounds at the end of words):

brush lion bake freeze rear beneath  
leaf thief sick teeth hear size lean  
wash bike splash mean sneeze near  
tooth stuff this its



## Workbook page 63

### Sounds, Words, and Sentence (5 minutes)

#### Writing Legibly

After reading the words and the sentence, the children should trace and copy them. Remind everyone to proofread.

### Picture Exercise (5 minutes)

1. Present the exercise at the board if the children still need this initial presentation. Otherwise, have them read each word silently and then underline the words that go with the pictures. [*she, fire*]. Call on a volunteer to read each set of words and tell which words he or she chose.
2. After everyone agrees on the choices, the children write each word under its corresponding picture.

**Sounds, Words, and Sentence**

keep \_\_\_\_\_ seek \_\_\_\_\_

kite \_\_\_\_\_ hike \_\_\_\_\_

He likes the green bike.

\_\_\_\_\_

\_\_\_\_\_

Decoding

**Picture Exercise**



mile

she

sea

she



fire

fine

he

fire

Study and Remind

Name \_\_\_\_\_

63

## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 34: Matching Sentences to Pictures

**Whole-Group Workshop** Hold a special whole-group workshop. (No small-group instruction is suggested for this lesson.)

**Word-Line Sentence Review** Have the children walk in a circle around you. Hand everyone a word-line sentence card on the first pass. The second time around, have each child read the sentence. The third time, have him or her read and extend the sentence. Do several rounds of this activity.

**Vowel Bingo** Instructions for playing this game appear in Appendix 4. After today's introduction, the children can play this game in small groups in workshop.

#### Activity Sheet 34

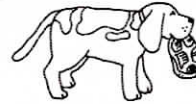
Name \_\_\_\_\_

Read the sentences. Then print each sentence next to the picture it matches.

1. The five geese fly a mile.
2. Eve sees a real eagle.
3. The beagle finds meat.



Eve sees a  
real eagle.



The beagle  
finds meat.



The five geese  
fly a mile.

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## 2. Reading

"Eve's Dream,"  
*The Blue-Pillowed Sky*, page 5

### Active Reading (5–7 minutes)

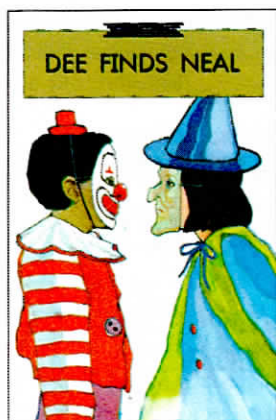
#### Understanding Sequence in Text

1. Call on volunteers to tell what has happened. Tell the children that today they will read the last part of the story. Let them suggest what will happen.
2. Develop the story at the board, having the children read in unison, or have the children read the page silently. Call on volunteers to read each sentence aloud. Remind them about the use of quotation marks in the last sentence. Then have volunteers read just Eve's words.
3. Have the children retell the entire story. Encourage them to use the pictures to assist their retelling. The 5 episodes are:
  - Eve falls asleep and dreams.
  - She dreams about an eagle, and she is afraid at first.
  - The eagle just wants to play.
  - They play hide-and-seek.
  - The eagle leaves. Eve wakes up.
4. If there is time, have the children reread the entire story aloud.

The green eagle flies away.  
Eve likes the kind eagle.  
She rises and smiles.  
"I like my dream," she says.



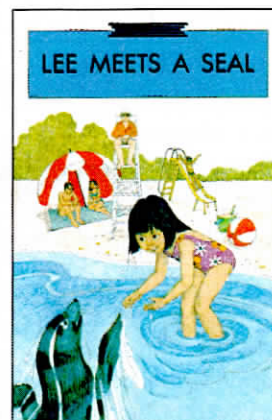




### Introducing the Storybook

*Dee Finds Neal* (5 minutes)

Follow the established procedures to introduce the storybook. As background, have the children look through the book and suggest what the story might be about. Say that in the story Dee finds Neal on 2 occasions. Ask them why they think the children are in costumes on the cover picture. Keep the discussion of Halloween brief. Suggest that it may be a good writing topic.



### Introducing the Storybook

*Lee Meets a Seal* (5 minutes)

After looking through the book, the children are likely to suggest that the story is about a girl playing with a seal at the beach. To provide background information, tell them a little about seals—aquatic mammals, with flippers, that live in or near salt water. Explain that seals swim very well but can also move about on land.

Tell the children that as they read they should think about whether this story could really happen or is more make-believe.

Introduce the word *tired* at the board.

Remember, half the class will be reading each storybook and they will exchange their copies.

### 3. Storytime

---

No selection is assigned, since the storybooks are introduced in this lesson. If you have time, read a story or poem of your choice to the group.

### 4. Writing

---

#### Writing Skills (5–10 minutes)

##### Evaluating and Revising

Show the children the samples of sentences with misspellings of Block *E* and Block *I* words. After reading the sentences aloud, have the children find the misspelled words. If this is too difficult, underline the words in advance. Let the children help you spell the words correctly.

#### Seminar (10–15 minutes)

1. Have the leaders share their work. Encourage the others to ask questions and comment on the stories.
2. Assign the next seminar leaders. You should plan to take a turn as leader very soon, to provide a model of asking for help and comments on your story.

## 5. Extending the Lesson

### Enrichment

Ask the children if the things that happened in Eve's dream in the story could really happen or if they are mainly make-believe. Then let the children play the Real or Make-Believe game.

#### Real or Make-Believe

In the Real or Make-Believe game, the children read sentences and judge whether the event each one tells about could or could not happen.

To make the game, cover 2 oatmeal boxes or 1-pound coffee cans with contact paper. Label one can *Real* and the other *Make-Believe*. Illustrate each can with an appropriate picture if you wish. On strips of paper, print a variety of sentences, some telling about real events and others describing make-believe events. Code the backs of the strips *R* or *MB*. Laminate the strips.

To play the game, a child reads each sentence and places it in the appropriate container. After sorting all the sentences, he or she uses the codes to check each one, to be sure it is in the right container. To play the game with a group or the whole class, give each child a strip on which a sentence about a real or make-believe event is printed. Have each child read the sentence and then place the strip in the appropriate container. Let the class decide whether the child placed the strip in the right container. These are some possible sentences:

Dave's snail flies. MB

The rain made the street dry. MB

She frightened a deer. R

We find dimes in the sea. MB

Eve's five and I'm seven. R

We like to eat meat and fries. R

You might place this game on the workshop shelf, adding more sentences as the children learn new sounds and words.

## Looking Ahead

1. Duplicate activity sheet 35.
2. Assign Show and Tell leaders for lesson 35.
3. Gather conference blocks for use during independent writing. Since the continuing story that appears throughout the lessons is about alphabet blocks, the children might enjoy using alphabet blocks as conference blocks.
4. Be prepared to read poems from *Now We Are Six* and/or *When We Were Very Young*, by A. A. Milne, as a lesson 35 extension activity.



# “By the Sea”

## Materials

Wall Sound Card: /û/  
 Reading Skills Workbook, page 64  
 Activity Sheet 35  
*The Blue-Pillowed Sky*, page 6  
*The Illustrated Treasury of Children's Literature*,  
 page 57

## Skills

### Decoding

/û/ Spelled â, ê, ô [I]  
 Blending [P]  
 Sight Words [P]

### Word Meaning

Synonyms [P]

### Listening and Speaking

Participating in Discussions [P]

## Overview

This is the first of 5 lessons in which children will be reading segments of “By the Sea.”

### Key to Skill Codes

[I] = Introduction      [P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Wall Sound Card Drill

Point to different cards. Have the children name each card and say its sound. Then call on several children to say a word that contains that sound.

## New Sounds and Words (15 minutes)

### /ū/ Spelled á, è, ò

**Presentation of the one-dot vowel sound (the schwa) is outlined in detail below, because it is different from the presentation of most of the sounds. You will probably want to follow these steps to minimize confusion.**

#### DIRECTIONS FOR PRESENTING THE ONE-DOT VOWEL SOUND

1. Adjust the wall sound card for /ū/ to show the spellings á, è, and ò. (Try to devise some way to keep the *u* spelling covered.)
2. Tell the children that this is the Mother Bear card. Explain that the mother bear in the picture makes the sound /ū/ when she wants her cubs to follow her. Point to each one-dot vowel and have the children say "uh" with you. Tell them that these spellings are "one-dot a," "one-dot e," and "one-dot o." Say that the sound is like the sound heard in the words *a* and *the*. Explain that in words with one-dot vowels, the vowel is not pronounced clearly.
3. Write the words *alive*, *away*, *weasel*, *frighten*, and *lion* on the board. Show the children that many 2-syllable words have one part that is stressed and another part that contains a one-dot vowel sound.
  - a. Ask the children to listen as you say each word and then to tell you whether the word has 1 or 2 parts. Have them clap once if they hear only 1 part and twice if they hear 2 parts. (Separate the syllables slightly so that it is easy for the children to hear that each word has 2 parts.)
  - b. After the children have indicated that all the words have 2 parts, tell them that you will show them something about words with 2 parts. Repeat each word. Tell them that in each word one part is louder and clearer than the other part. Explain that the vowel is not pronounced clearly in one part.
  - c. Have them listen to the words and tell you where they hear the "uh" sound: in the first or the second part of each word. Put a dot over the vowel that says "uh." Point to the one-dot vowel in each word and then to the same vowel on the Mother Bear card.
  - d. Underline the part of the word that is said more clearly (stressed). The words should look like this:  
  
    álive    áway    weasèl    frightèn    lìon
  - e. Ask the children to say which part of the word has the "uh" sound—the underlined part or the other part. Point out that in all of these words the "uh" sound comes in the part that is *not* said clearly. Explain that the part that is said clearly does not have the one-dot vowel sound.



It is good practice to underline the accented syllable of all longer words automatically as you put them on the board. This will serve as a good introduction to syllabication and will help the children tackle longer words syllable by syllable. Since you will be doing the underlining, there is no strain involved for the children. Underline the accented syllable *after* a word has been sounded and blended syllable by syllable, but just *before* the whole word is given its normal pronunciation.

It should be noted that many of the words with one-dot vowels have a sound that approaches the short *i* sound more closely than the short *u* sound. The children will tend to make the adjustment automatically and naturally when they give the word its normal pronunciation. The important thing about one-dot vowels (also known as the schwa sound) is that they are not said clearly. In fact, once a multisyllabic word is known, the children will naturally reduce the vowel in the unaccented syllable. This is part of their linguistic knowledge.

After briefly reviewing the Lisa story, read the next installment.

Rosa, Heidi, Drew, and Dave peeked through some bushes along the zoo fence and discovered that they were looking into the back of the bear enclosure.

"Oh, look," said Rosa. "The mother bear has 2 little cubs. Aren't they cute?"

The baby bears heard Rosa and started walking toward the fence. The **mother bear** didn't like her cubs to wander very far away, so she grunted to call them to her: /ū/, /ū/, /ū/.

## Word Lines (10 minutes)

### Blending

Be sure to underline the accented syllable in all the 2-syllable words. Line 4, which provides further experience with one-dot vowels, is optional.

### Sight Words

Line 5 presents the outlaw word *at*. Though not really irregular, *at* is considered irregular at this time because the children have not yet learned the short *a* sound.

WhW 1. away alive

WhW 2. tight tighten tightened

WhW 3. heated seated

WhW 4. reason season (optional)

5. at

Review all the words. Then have each of several volunteers select a word to read, use in a sentence, and erase.



## Word-Line Sentences (10 minutes)

### Blending

In sentence 3, point out that the word seaweed is a compound word.

1. The l<sup>i</sup>on frightened the weas<sup>e</sup>l away.
2. H<sup>e</sup>'s seat<sup>e</sup>d at the t<sup>a</sup>ble.
3. St<sup>e</sup>ven find<sup>s</sup> the seaweed.

Call on a different volunteer to read and erase the sentence that answers each of these questions:

Where is he seated? (He's seated at the table.)

What did the lion do? (The lion frightened the weasel away.)

Have a child form a question that can be answered by the last sentence. Give help by saying that the question will begin with *What*.

What does Steven find? (Steven finds the seaweed.)

## Workbook page 64

### Sounds, Word, and Sentence (5 minutes)

#### Reinforcing /ū/ Spelled ā, ē, ō

Have the children read, trace, and copy the word and sentence at the top of the page.

### Dictation (10–15 minutes)

Line 1: /g/ /b/ /l/ /f/

Line 2 (middle):

mine (i\_e) days (\_ay) leaf (ea) tight (\_igh)

Line 3: by beets

Line 4: hay gray

Line 5: She plays.

### Sounds, Word, and Sentence

weeded

Steven seasons the meat.

### Dictation

g b l f

i\_e \_ay ea \_igh

by beets

hay gray

She plays.

## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 35: Answering Riddles

**Storyline Game Mat** Use word-line sentence cards as the stimulus. A child who reads a sentence card correctly and fluently may advance the number of spaces indicated by the number cube.

#### Small-Group Instruction

**Remediation** Read and discuss "Eve's Dream" with groups. Try to get to all of the children.

**Dictation** Dictate more difficult words and sentences to the more able children.

**Reading Preparation** Preteach "By the Sea" for lesson 35 to those children who need an initial board presentation.

#### Activity Sheet 35

Name \_\_\_\_\_

Choose the word that answers each riddle. Print it in the blank.

tree fire nine geese lights

1. I need leaves.

tree

2. We fly.

geese

3.  $4 + 5 = \square$ .

nine

4. We shine.

lights

5. I heat meat.

fire

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## 2. Reading

### By the Sea

Kay rides the bike near the sea. She finds seaweed. She lays the seaweed near the sea and rides away.



6

Page 6

"By the Sea,"

*The Blue-Pillowed Sky*, page 6

#### Active Reading (5–10 minutes)

1. Have children look over the page. Discuss the setting and the kinds of things one might expect to happen at the beach.

#### Synonyms

2. Ask a volunteer to read the title of the story. ["By the Sea"] Call on someone to give the meaning of the word sea. Ask if anyone knows another word for sea. [ocean] Tell the children that when they are by the ocean or sea, they are at the beach.
3. Continue using the technique of building the story at the board or on an overhead, through unison reading, if your group needs this presentation. (From now on, this suggestion will no longer be noted in the lesson plans.)
4. After the page is read silently, have each sentence read aloud. Ask a child to retell the story.



### 3. Storytime

---

"Hoppity" and "The Engineer,"  
Anthology page 57 (10 minutes)

---

Read the poems for enjoyment.

### 4. Writing

---

#### Independent Writing

---

##### Choosing Topics (10 minutes)

##### Participating in Discussions

**Show and Tell** After the leaders give their presentations, call for comments and questions. Help the children draw possible writing topics from their Show and Tell. Have all the participants summarize any topics they have discovered. Write potential topics in the writing folders.

Give each child a "conference block." Say that anyone who needs you for a conference should put the conference block on top of his or her desk. Discuss good reasons for requesting a conference. (For example, someone can't think of a topic, is stuck at a certain point in the writing, or feels that he or she has something worth sharing.) Emphasize that anyone who puts the block on the desktop should have a specific reason. Do not promise to get to every child who requests a conference in this way. You will only find yourself overwhelmed.

Meet with individuals as the group writes. Remember to get to those children you feel will not request a conference with you.

## 5. Extending the Lesson

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Read several poems from *Now We Are Six* and/or *When We Were Very Young*, by A. A. Milne (Dutton) for the children to enjoy.

### Homework

---

Ask the children to think of something that could not possibly happen, such as mice talking. Have them write a sentence about the make-believe happening, such as *The mice say, "Hi."* They should draw pictures to illustrate their sentences.

## Looking Ahead

---

1. Duplicate activity sheet 36.
2. Since the children will be reading the story "By the Sea" for several lessons, start to gather pictures of items that are found in or near the sea, such as different kinds of seashells, fish, snails, frogs, turtles, and other sea creatures; ships, sailboats, and other sea-going vessels. Also obtain a roll of brown kraft paper and various shades of blue tissue paper. The paper and pictures will be used to make a class mural as an extension activity in lessons 38 and 39.

# “By the Sea” (continued)

## Materials

Wall Sound Card: /ā/  
 Reading Skills Workbook, page 65  
 Activity Sheet 36  
*The Blue-Pillowed Sky*, page 7  
*The Illustrated Treasury of Children's Literature*,  
 page 53

## Skills

### Decoding

/ā/ Spelled a\_e [I]  
 Blending [P]  
 Final and Medial Vowels [P]

### Word Meaning

Antonyms [P]

### Study and Research

Test-taking Techniques: Testing Formats [P]

### Comprehension

Drawing Conclusions [P]  
 Making Comparisons [P]

### Mechanics

Punctuation: Quotation Marks [P]

### Literature

Literary Devices: Rhyme [P]

#### Key to Skill Codes

[I] = Introduction [P] = Practice



# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Spelling/Sound Review

Name a spelling and have the children say its sound. For example, you say "blank ay," and the children say /ā/.

## New Sounds and Words (10 minutes)

### /ā/ Spelled a\_e

Sound: /ā/

Spelling: a\_e ("a blank e")

Ask the children what the blank means. They may be able to tell you it means that a consonant goes between the a and the e.

Wall sound card: Block A

## Word Lines (10 minutes)

### Blending

LR 1. say sa\_e sa\_e sa\_e  
say same save safe

WhW 2. ate gate late hate

WhW 3. make lake bake take

### Antonyms

Play the Detective game to review opposites. Call on a volunteer to erase each word from the board after its antonym has been given. Have the remaining words read and erased.

The opposite of *love*. (*hate*)

The opposite of *early*. (*late*)

The opposite of *in danger*. (*safe*)

The opposite of *different*. (*same*)

The opposite of *spend*. (*save*)

The opposite of *give*. (*take*)

## Word-Line Sentences (10 minutes)

### Blending

1. Hē'll name the beagle.
2. Hē sees Ray and Kate nearby.
3. Stēvèn made a fire bȳ the sea.

Review the sentences by having the children read the sentence that answers each of these questions:

What did Steven do? (Steven made a fire by the sea).

Where does he see Ray and Kate? (He sees Ray and Kate nearby).

Have a child ask a question that can be answered by the remaining sentence.

What will he do? (He'll name the beagle.)

## Sound Response Card Drill (10 minutes)

### Final and Medial Vowels

YELLOW CARDS

Level 1 Drill:

/ē/ /ā/ /ī/

Level 2E drill:

bee sigh play by high may sea ray  
tree

Level 3M drill (spellings in the middle of words):

meat night plays bike ties sheet

# Workbook page 65

## Sound, Words, and Sentence (5–7 minutes)

### Reinforcing /ā/ Spelled a\_e

1. Have the children turn back to page 59 and fill in the a\_e spelling on the card. Review the card and the 3 spellings the children have now learned for the sound /ā/.
2. Ask the children to read, trace, and copy the words and sentence.

## Multiple-Choice Exercise (5 minutes)

### Test-taking Techniques: Testing Formats

Put the exercise on the board if the children need this initial presentation. Otherwise, have volunteers read the words in each box and use them in sentences. Have the children mark each word after you give the following clues. You may, if you wish, use clues based on the volunteers' sentences.

### Row A

- Box 1:** If you want to grow a flower, you have to plant a \_\_\_\_\_. (seed)
- Box 2:** Which of these words is *she*? Look carefully at the end of each word.
- Box 3:** Steak and roast beef are kinds of \_\_\_\_\_. (meat)

### Row B

- Box 1:** The number after *eight* is \_\_\_\_\_. (nine)
- Box 2:** On each hand we have \_\_\_\_\_ fingers. (five)
- Box 3:** When children quarrel, we sometimes call it a \_\_\_\_\_. (fight)

## Sounds, Words, and Sentence

late \_\_\_\_\_ gate \_\_\_\_\_

wade \_\_\_\_\_ fade \_\_\_\_\_

name \_\_\_\_\_ flame \_\_\_\_\_

I'm wide awake.

## Multiple-Choice Exercise

- A**
- |                                       |                                      |                                       |
|---------------------------------------|--------------------------------------|---------------------------------------|
| <input type="radio"/> see             | <input checked="" type="radio"/> she | <input type="radio"/> mine            |
| <input type="radio"/> sea             | <input type="radio"/> shine          | <input type="radio"/> mean            |
| <input checked="" type="radio"/> seed | <input type="radio"/> sheet          | <input checked="" type="radio"/> meat |
- B**
- |                                       |                                       |                                        |
|---------------------------------------|---------------------------------------|----------------------------------------|
| <input type="radio"/> vine            | <input checked="" type="radio"/> five | <input type="radio"/> light            |
| <input checked="" type="radio"/> nine | <input type="radio"/> hive            | <input type="radio"/> sight            |
| <input type="radio"/> line            | <input type="radio"/> life            | <input checked="" type="radio"/> fight |

Name \_\_\_\_\_

65

## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 36: Identifying Sentences as True or False

**Vowel Bingo** Have the children play the game in small groups. (Directions are given in Appendix 4.)

#### Small-Group Instruction

**Spelling** Print the *i\_e*, *e\_e*, *a\_e* vowel spellings on the board, as column headings. Dictate words that contain these spellings to small groups and have the children build the words. Write each word on the board under the correct spelling. You might also build words with the same spelling pattern, such as *\_ike* and *\_ake*.

**Dictation** Preteach the dictation for lesson 37.

**Story Sequence** Reread the first sequence from "By the Sea" and preteach the sequence for lesson 36.

#### Activity Sheet 36

Name \_\_\_\_\_

Mark an X in the box in front of the sentences that could be true.

- ☒ We eat the meat right here.
- ☐ See the leaf fight.
- ☐ Kay's dime flies away.
- ☒ My street's near here.
- ☐ The bee says, "Hi."
- ☒ These three sheets feel dry.
- ☒ Lee's behind the tree.
- ☒ Mike likes the bike.

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## 2. Reading

"By the Sea,"

*The Blue-Pillowed Sky*, page 7

### Active Reading

#### Drawing Conclusions

1. Have the children read the page silently and then call on volunteers to read aloud. Ask how Kay, Kate, and Steven might be related. [Kay might be the others' older sister or baby-sitter.]

#### Punctuation: Quotation Marks

2. Discuss the use of quotation marks. Have several children read what Kay says.

Kay needs to find Steven and Kate. She sees Steven and Kate nearby.

"Stay here," says Kay. "We'll eat by the sea."



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### 3. Storytime

---

"Little" and "Grown Up,"  
Anthology page 53

---

#### Literary Devices: Rhyme

Read the poems to the class several times. Have the children repeat the rhyming words. After reading "Little," discuss younger brothers and sisters, especially babies. Suggest that this might be a good writing topic.

#### Making Comparisons

Compare the theme of "Grown Up" with that of "The End" (page 56). Again, discuss the kinds of things children can and cannot do for themselves. Suggest that this too might be a good writing topic.

### 4. Writing

---

#### Independent Writing (10–15 minutes)

---

As the children write independently, meet with those who have indicated they would like a conference and as many others as possible. Encourage the children to tell you specifically why they want a conference.

#### Seminar (5–10 minutes)

---

Have the seminar leaders share their stories as usual. You might want to take a turn as seminar leader.

Assign the next seminar leaders.

## 5. Extending the Lesson

---

### Homework

---

Call on half the class to tell about the make-believe happening they thought of and to show their pictures. Let the rest of the class discuss whether the make-believe happenings could really happen.

## Looking Ahead

---

1. Duplicate activity sheet 37.
2. Collect samples of the children's writing in which they have not used capital letters for names or at the beginnings of sentences. If you cannot find good samples, make up your own. You will need these for lesson 37.
3. Continue to gather pictures of seashells, fish, turtles, snails, and other sea creatures; pictures of ships, sailboats, and other sea-going vessels; and various shades of blue tissue paper for the enrichment activity in lessons 38 and 39. You will also need a roll of brown kraft paper.



# “By the Sea” (continued)

## Materials

Wall Sound Card: /k/  
 Reading Skills Workbook, page 66  
 Activity Sheet 37  
*The Blue-Pillowed Sky*, page 8  
*The Illustrated Treasury of Children's Literature*,  
 pages 74–75

## Skills

### Decoding

/k/ Spelled c [I]  
 Blending [P]

### Mechanics

Capitalization of Proper Nouns [I]

### Comprehension

Drawing Conclusions [P]

### Literature

Genres: Folk Tale [I]

### Writing

Final Proofreading [I]

### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Sound Flash Card Drill

Tell the children that when you show each card they should say the sound represented by the spelling on it and then name the corresponding wall sound card.

## New Sounds and Words (10 minutes)

### k/ Spelled c

Review the /k/ wall sound card for the spelling *k*. Adjust the card that gives the *c* spelling for that sound. Point out that it is just like the /k/ card except that here the *c* spelling is given first. Explain that the sound /k/ can be spelled *k* or *c*.

Briefly review the Lisa story, recalling that after the children saw Mr. and Mrs. Kline cracking nuts for young squirrels they discovered a mother bear with 2 cubs. Then read the next part.

"We'd better get back to Lisa's house with the Block A," said Drew. "We've been gone too long already."

The boys and girls turned around and started back the way they had come. Before long they again came to Mr. and Mrs. Kline, who were cracking nuts for the little squirrels. Now there were even more little squirrels waiting to be fed. Mr. and Mrs. Kline were both using nutcrackers and cracking nuts just as fast as they could. Each **cracking nut** went /k/, /k/ [pause], /k/, /k/ [pause], /k/, /k/.

Sound: /k/

Spelling: c

Wall sound card: Cracking Nut

## Word Lines (10 minutes)

### Capitalization of Proper Nouns

Although line 4 is optional, you will probably want to build it. Point out that the days of the week always begin with capital letters. You may want to review the other places in which capital letters are used (names, beginnings of sentences).

### Blending

LR 1. ca\_e ca\_e ca\_e ca\_e  
came care cave cake

WhW 2. creep cr̄y scream

WhW 3. shake wade game brave

WhW 4. Mōnday Frīday (optional)

Have a Race to Erase to review the words.

## Word-Line Sentences (10 minutes)

### Blending

1. Ray creeps beside the sea.
2. The plane flies high.
3. The snake came near me.

Call on volunteers to read and erase the sentences that answer these questions:

What does the plane do? (The plane flies high.)

Where does Ray creep? (Ray creeps beside the sea.)

Have a child ask a question that can be answered by the last sentence. The sentence should begin with *Where* or *What*.

Where did the snake come? What did the snake do?  
(The snake came near me.)

## Workbook page 66

### Sounds, Spellings, and Words (5–10 minutes)

#### Reinforcing /k/ Spelled c

Review the /k/ wall sound card for the c spelling. Have the children read, trace, and copy the words. (The k spelling of /k/ was presented in lesson 33.)

#### Dictation (10–15 minutes)

Line 1: /k/(k) /p/ /b/ /v/

Line 2 (middle):

cake (a\_e) hear (ea) bike (i\_e) ties (\_ie)

Line 3: late wake

Line 4: day try

Line 5: He may stay late.

### Sounds, Spellings, and Words

came creep

cried cries

cake case

#### Dictation

k p b v

a\_e ea i\_e \_ie

late wake

day try

He may stay late.



## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 37: Alphabetical Order

**Partner Reading** Have children read "Eve's Dream" and the first 2 segments of "By the Sea" to each other. You may also wish to have some read a storybook to each other.

**Free Choice** Let the children choose any previously introduced game or activity.

#### Small-Group Instruction

**Remediation** Read the 2 segments of "By the Sea" with children who need extra practice in reading the workbook material.

**Story Sequence** Preteach the reading sequence for lesson 37.

**Word-Line Cards** Use these cards to review the word-line drills from the last few lessons.

**Reading** Read and discuss a storybook.

Workshop is the time to meet the individual and small-group needs of your class. Some groups may need to drill on sounds and spellings. Others may be ready to concentrate on fluency. The activities listed may need to be changed or modified to suit your needs.

#### Activity Sheet 37

Name \_\_\_\_\_

Put these two groups of words in the order of the alphabet.

abcdefghijklmnopqrstuvwxyz

gray feast kite  
dime eagle

right may spies  
neat wives

1. dime

1. may

2. eagle

2. neat

3. feast

3. right

4. gray

4. spies

5. kite

5. wives

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## 2. Reading

Steven and Kate play a game by the sea. Kate wades. Steven creeps beside the sea. Steven finds the seaweed. He shakes the seaweed and screams.



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"By the Sea,"

*The Blue-Pillowed Sky*, page 8

### Active Reading (5–10 minutes)

1. Have the children tell what has happened in the story so far. If time allows, reread the first 2 parts of the story.

### Drawing Conclusions

2. Ask the children to read the page silently. Call on volunteers to read each sentence aloud. Have others retell what has been read.
3. Ask the children why they think Steven screamed.

### 3. Storytime

"The Wolf and the Seven Kids,"  
Anthology pages 74–75

#### Genres: Folk Tale

Before beginning the story, tell the children that you are going to read them a folk tale about 7 little goats, or kids, and a wolf. Ask whether a story that's a folk tale is a true story. Let them predict what the story will be about.

Read the story, stopping as necessary to retell it or sum it up. Encourage the children to assist you in the retelling of the episodes. Also encourage them to raise their hands and ask questions at any time about words or sentences they do not understand. Clarify any difficult language.

Stop at the end of line 4 on page 75. Retell (or have the children retell) what happened each time the wolf came to the kids' door. Ask the children what they think will happen to the kids. Discuss what kind of character the wolf is. (Ask whether he is kind, cruel, smart, and so on.)

### 4. Writing

#### Writing Skills (10 minutes)

##### Final Proofreading

Ask the children when capital letters are used. Remind them that they are used for the first letter in a name and at the beginning of a sentence. Put examples on the board.

Steve

The deer lies by the stream.

Tell the children that when they write stories they should remember to use capital letters. When they read over or proofread their work they should put in capital letters where they belong.

Write the following sentence on the board. Ask the children to help make it better.

we'll meet pete and eve by the tree.

Circle the errors and make the corrections as you and the children go through the sentence word by word.

Use more examples from the children's writing or make up your own.

#### Independent Writing (10 minutes)

Encourage the children to read over their stories and make them better by proofreading for spelling errors and places where they may not have used capital letters.

Hold conferences with individuals while the others write.



## 5. Extending the Lesson

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### Homework

---

Let the children who were not called upon to present their homework during the last lesson do so now. Have them tell about the make-believe happening they thought of, read their sentences, and show their pictures. Have the rest of the class discuss whether the make-believe happenings could really happen.

Ask the children to find pictures of things that live near or in the sea and pictures of boats and ships. Explain that the pictures will be used during the next 2 lessons.

## Looking Ahead

---

1. Duplicate activity sheet 38.
2. To prepare for workshop in lesson 38, collect samples of children's work in which they have failed to use capital letters correctly. You will be writing these on the board, on an overhead, or on chart paper.
3. Have on hand a roll of brown kraft paper for the children to use to make a class mural at the end of lessons 38 and 39. Also have available various shades of blue tissue paper; pictures of seashells, fish, snails, frogs, turtles, and other sea creatures; and pictures of ships, sailboats, and other sea-going vessels.
4. The mat game Silly Snakes will be introduced in lesson 38.
5. Begin now to select Caldecott Award-winning books to read to the children during storytime in lessons 41–45. A list of such books can be found in Appendix 5.

# “By the Sea” (continued)

## Materials

Wall Sound Card: /ā/  
 Reading Skills Workbook, page 67  
 Activity Sheet 38  
*The Blue-Pillowed Sky*, page 9  
 Game Mat: Silly Snakes  
*The Illustrated Treasury of Children's Literature*,  
 pages 75–76

## Skills

### Decoding

/ā/ Spelled ai\_ [I]  
 Blending [P]  
 Medial Vowels [P]

### Word Meaning

Homophones [P]

### Mechanics

Punctuation: Exclamation Mark [I]  
 Capitalization [P]

### Listening and Speaking

Reading Fluently and Expressively [P]

### Comprehension

Predicting Outcomes [P]

#### Key to Skill Codes

[I] = Introduction [P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Wall Sound Card Drill

Review several of the most recently introduced wall sound cards. As you point to a card, have the children name it and say the sound. Then call on several of them to say a word that uses that sound.

## New Sounds and Words (10 minutes)

### /ā/ Spelled ai\_

Sound: /ā/

Spelling: ai\_ ("ai blank")

Ask the children what the blank means. (A consonant follows this spelling, and this spelling doesn't come at the end of a word.)

Wall sound card: Block A

(Review the entire wall sound card.)

## Word Lines (10 minutes)

### Homophones

In lines 1 and 2, use illustrative sentences to show the meanings of the pairs of homophones. For example: "Goldilocks" is a tale about a girl and 3 bears. The dog wags its tail. The sick child was pale. I took a pail and shovel to the beach.

### Blending

LR 1. ta\_e tai\_ ta\_e ta\_e  
tale tail take tame

LR 2. pay pai\_ pa\_e pai\_  
pay paid pale pail

WhW 3. rain snail afraid

Play the Detective game to review the homophones. Call on volunteers to erase the words from the board after the children have written them on their slates.

Have the remaining words erased in the usual way.

Another word for bucket. (pail)

A word for a story. (tale)

A dog wags its \_\_\_\_\_. (tail)

Not having much color. (pale)

Opposite of wild. (tame)

Opposite of give. (take)

## Word-Line Sentences (10 minutes)

### Blending

1. I'm afraid he'll bite me.

2. Gail waited by the lake.

3. The seaweed sailed away.

Have volunteers read and then erase the sentences.



## Sound Response Card Drill (10 minutes)

### Medial Vowels

#### YELLOW CARDS

Level 1 drill: /ī/ /ā/ /ē/

Level 2M drill:

finds feel made haste feed blind kind  
weed hate

Level 3M drill:

sail light late near sheet bike

Notice any children who are having difficulty with the level 3 drill. Plan to dictate words with different vowel spellings to them during workshop.

## Workbook page 67

### Sounds, Spellings, and Words (5 minutes)

#### Reinforcing /ā/ Spelled ai

1. Have the children turn back to page 59 and fill in the ai\_ spelling on the wall sound card. Review the card.
2. Ask the children to read, trace, and copy the words on page 67. Point out the various spellings for the Block A sound.

#### Picture Exercise (5 minutes)

1. Present the exercise at the board if the children still need this initial presentation. Otherwise, have them read each word silently and then underline the words that go with the pictures. [snail, sail]. Ask a volunteer to read each set of words, saying which ones he or she chose.
2. Have the children write each word under its picture.

#### Sounds, Spellings, and Words

way wade wait

bay bake bait

pail tail

#### Picture Exercise



made

rain

snail

snail



save

sail

late

sail

Name \_\_\_\_\_

67

## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 38: Forming Plurals

##### Activity Sheet 38

Name \_\_\_\_\_

Draw a line from the singular form of the word to its plural form.

day \_\_\_\_\_ tables  
fire \_\_\_\_\_ days  
table \_\_\_\_\_ fires

Print the plural form of these words on the guidelines.

beagle beagles

ray rays

wire wires

way ways

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**Game Mat: Silly Snakes** This is a vocabulary-review game. Introduce it to the whole group, teaching the children how to play.

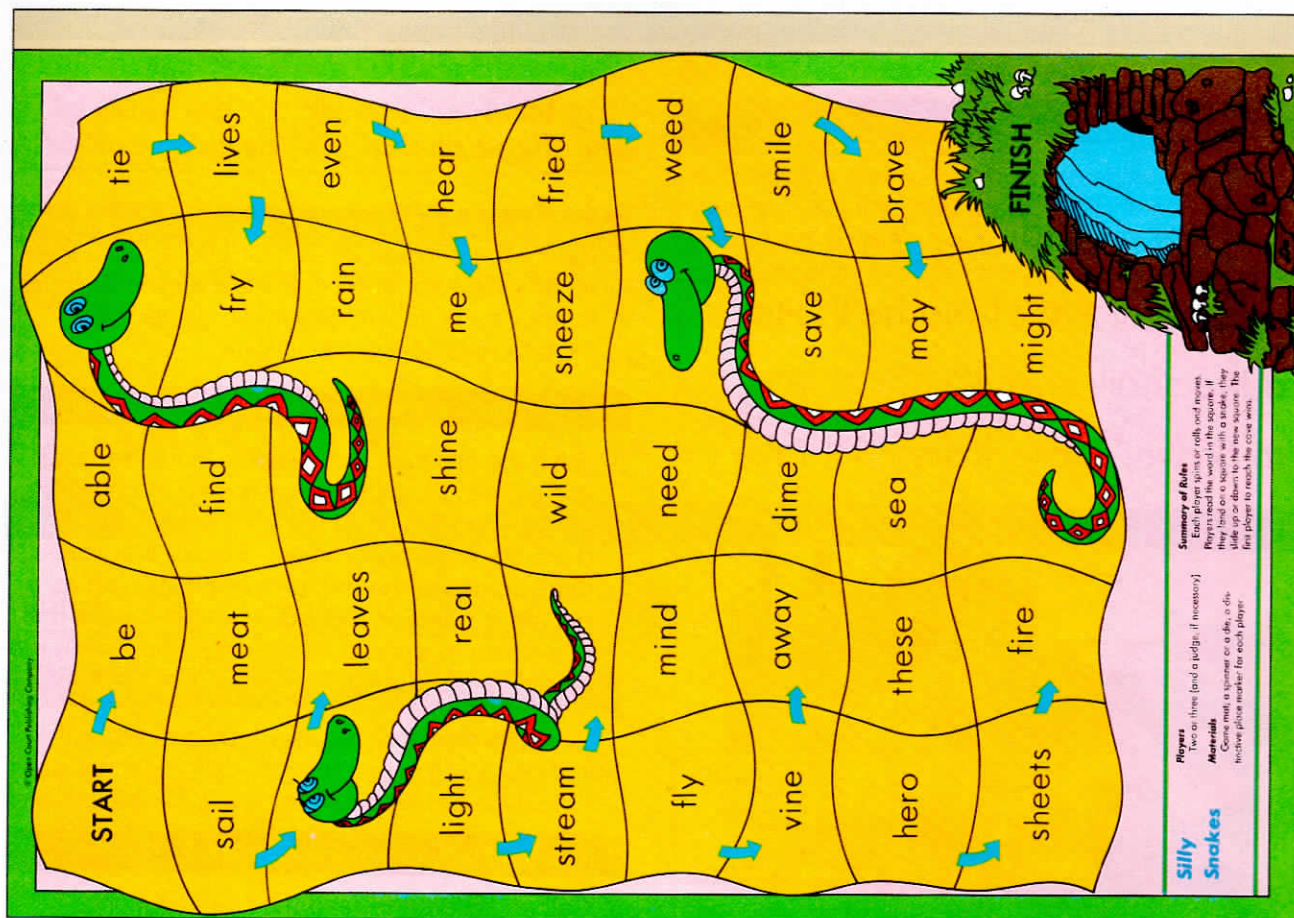
#### Small-Group Instruction

**Spelling** Dictate words with different vowel spellings to children who had difficulty with level 3 in the sound response card drill. Then hold a level 3 drill.

**Story Segments** Have the children read the 3 segments of "By the Sea."

**Dictation** Dictate more difficult sentences to the more able students.

**Reading** Read and discuss a storybook with a group.



## Silly Snakes

### Players

Two or three (and a judge, if necessary)

### Materials

Game mat; a spinner or a die; a distinctive place marker for each player

### Rules

1. Each player chooses a marker and places it on Start.
2. Each player spins the spinner or throws the die. The player with the highest number goes first.
3. Players in turn move the number of spaces indicated by the spinner or die. They must read the word printed on the space correctly to remain on the space. Otherwise, they must return to the space they were on last. Accuracy of the answers is determined by the judge, if necessary.

4. Players who land on a snake head or tail must slide on the snake to the other end. (If they slide downward, they gain ground. If they slide up, they lose ground.)

5. The first player to reach the cave is the winner.

### Variations

1. To win a space, players must not only read the word but also say a rhyming word.
2. Each player moves the other's marker while the other player faces away from the board. The player whose marker is being moved must spell the word to stay on the space.



## 2. Reading

"Here's a snail!" cries Steven.

"The snail's alive! I'm afraid he'll bite me. Take the snail away!"

"I'm brave," says Kate. "I'll take the snail."



"By the Sea,"

*The Blue-Pillowed Sky*, page 9

### Active Reading (5–10 minutes)

1. Before the children open their books, have them recall what happened in the last lesson. Discuss their ideas as to why Steven screamed. Ask them to read to find the answer.

### Punctuation: Exclamation Mark

2. Have the children read silently. Model reading this sequence aloud before having the children do so. Point out the quotation marks. Also introduce the exclamation mark. Explain that this mark comes at the end of a sentence, just as a period or question mark does, but it means that something exciting is happening. Show them the difference between

Here's a snail.

Here's a snail!

### Reading Fluently and Expressively

3. Call on children to read the story sequence. Praise their efforts to read expressively.
4. Ask the children again why Steven screamed. Then ask them what they think Kate will do with the snail. What do they think she should do with it?

### 3. Storytime

---

"The Wolf and the Seven Kids,"  
Anthology pages 75–76 (10 minutes)

#### Predicting Outcomes

Briefly recall the story to this point or have the children do so.

Read and retell the story as necessary. Have the children help retell episodes. After reading the part in which the nanny goat puts the stones in the wolf, stop and ask the children what they think will happen to the wolf. After you finish reading, have the children recall their favorite parts.

### 4. Writing

---

Writing Skills (5–10 minutes)

#### Capitalization

Use the chalkboard, overhead, or chart paper to show samples of the children's work in which they have not used capital letters where they should. Have the group indicate where the capital letters should be.

Seminar (10 minutes)

Have the assigned seminar leaders share their stories. Encourage the others to ask questions that the leader can answer and that provide a direction for improvement.

Assign the next seminar leaders.

---

**Teaching Tip** The children may not yet be ready to take direction to improve their stories. Don't push this point until you think they are ready.

---

## 5. Extending the Lesson

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### Enrichment

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#### **Class Mural (15–30 minutes)**

Let the children make a class mural of the sea and beach. Have on hand a roll of brown kraft paper; various shades of blue tissue paper; pictures of seashells, fish, snails, frogs, turtles, and other sea creatures; pictures of ships, sailboats, and other sea-going vessels. Provide several bottles of white school glue. Unroll the kraft paper on a long table or on the floor along one side of the classroom. Give each child some of the materials you have gathered for making the mural. Let the children work in groups to plan and assemble the mural.

## Looking Ahead

---

1. Duplicate activity sheet 39.
2. Have the materials you gathered for the class mural handy so that the children can continue to work on it during the next session.
3. Before you begin the next class, write the following words on the board: *I, she, we, he, paints, baked, likes, made, the, a, bright, lights, cake*. This is in preparation for the home-work assignment.



# “By the Sea” (continued)

## Materials

Reading Skills Workbook, page 68  
Activity Sheet 39  
*The Blue-Pillowed Sky*, page 10

## Skills

### Decoding

Blending [P]

### Structural Analysis

Inflectional Endings [P]

### Word Meaning

Homophones [P]

### Mechanics

Punctuation: Quotation Marks [P]

### Listening and Speaking

Participating in Dramatizations [P]

#### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Riddle Me This

Cracking Nut, Block A, Cracking Nut: *cake*  
Lariat, Block A, Knocking on the Door: *wade*  
Croaking Frogs, Block A, Ticking Clock: *gate*  
Beating Heart, Block I, Cracking Nut: *bike*  
Flat Tire, Block E, Cracking Nut: *seek*  
Cracking Nut, Roaring Lion, Block I: *cry*

## Word Lines (15 minutes)

### Blending

In line 2 the word *baked* really ends in a /t/ sound rather than a /d/ sound. The children will most likely pronounce such words correctly, since it is almost impossible to put a /d/ sound on the end of them.

WhW 1. *pain* *paint* *paint*  
WhW 2. *bake* *bakes* *baked*  
WhW 3. *male* *mail* *mailed*  
WhW 4. *maid* *made*

### Inflectional Endings

After all the words are on the board, point to *painted*, *mailed*, and *baked*. Point to the -ed in all 3 words. Have the children listen carefully as you say the words. Explain that the -ed ending can say /èd/, /d/ or /t/. Do not dwell on this point. As the children recognize the words, they will automatically pronounce the ending correctly.

### Homophones

In lines 3 and 4, use sentences to illustrate the meanings of the pairs of homophones. For example: We have a *male* puppy. The letter carrier delivered the *mail*. The hotel *maid* cleaned the room. She *made* a cake.

Have a Race to Erase to review the words. Have 1 child say the word to be erased and 2 others race to erase it. After 2 or 3 words have been erased, let 3 other children take over and race to erase.

## Word-Line Sentences (10 minutes)

### Blending

Point out that sentence 1 is an asking sentence and therefore ends with a question mark.

1. May wē keep the snail?
2. Ray liked the bright fire.
3. The fire blazès.

Call on volunteers to read and erase each sentence.



# Workbook page 68

## Word Study (5 minutes)

### Homophones

Have the children read the pairs of homophones. Then call on volunteers to use the words in sentences. Ask everyone to write the word that goes with each picture. [*pail*, *sale*, *tail*]

## Dictation (10–15 minutes)

Line 1: /k/ (c) /d/ /sh/ /b/

Line 2 (middle):

mine (i\_e) save (a\_e) wait (ai\_) heat (ea)

Line 3: tail wave

Line 4: bay green

Line 5: Dave sneezes.

## Word Study



pale

pail

pail



sail

sale

sale



tale

tail

tail

## Dictation

c

d

sh

b

i\_e

a\_e

ai\_

ea

tail

wave

bay

green

Dave sneezes.



## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 39: Matching Sentences to Pictures

**Game Mat: Silly Snakes** Let the children play the variations of Silly Snakes. Directions for the game and its variations appear in lesson 38.

#### Small-Group Instruction

**Story Sequence** Preteach the story sequence for lesson 39.

**Word-Line Sentences** Review recent word lines and word-line sentences. Use the cards or present the exercises on the board.

**Reading** Read and discuss a storybook with a group.

#### Activity Sheet 39

Name \_\_\_\_\_

Read the sentences. Then print each sentence next to the picture it matches.

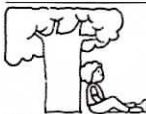
1. She's seated by the tree.
2. Pete heated the beans.
3. I'll tighten the tie.



I'll tighten the  
tie.



Pete heated  
the beans.



She's seated by  
the tree.

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## 2. Reading

"By the Sea,"  
*The Blue-Pillowed Sky*, page 10

Active Reading (5–10 minutes)

### Punctuation: Quotation Marks

1. Have the children read the page silently. Remind them of the function of quotation marks. Call on volunteers to read Kay's, Kate's, and Steven's words aloud.
2. Ask volunteers to retell the story in their own words, using the pictures to help them.
3. Discuss what Kate did with the snail.
4. Reread the entire story if time permits.

"Here, Kate," says Steven,  
"take the snail."

"May we keep the snail?"  
says Kate.

"The snail needs the sea and the seaweed," says Kay. "We'll leave the snail here by the sea."



10

## 3. Storytime

---

### Participating in Dramatizations

No new selection is assigned. Have the children dramatize "The Wolf and the Seven Kids."

## 4. Writing

---

### Independent Writing

Have the children write as usual during this time. Remind them to proofread their work by looking for misspelled words and putting in capital letters where they belong. Hold conferences with as many children as possible.

### Seminar (10 minutes)

Have the leaders share their stories. Encourage the others to ask them good questions. Continue to model question asking, if necessary.

Assign seminar leaders for the next lesson.



## 5. Extending the Lesson

---

### Enrichment

---

#### **Class Mural (15–30 minutes)**

Let the children continue to work on the class mural they started in lesson 38. When the mural is finished, hang it on the wall or stand it up on the floor against a wall.

### Homework

---

Write the following words on the board: *I, she, we, he, paints, baked, likes, made, the, a, bright, lights, cake*. Ask the children to copy them on a sheet of paper. Tell them to use as many of the words as they can to write 2 sentences. They should bring the sentences to the next class.

## Looking Ahead

---

1. Duplicate activity sheet 40.
2. Word List 4 will be introduced in lesson 40.
3. Begin to grow a dish garden to show at the class fair you and the children will be planning in lessons 40–46. To grow your garden, cut off the top parts of carrots, radishes, and turnips so that very little of the green parts and about  $\frac{1}{4}$  inch of the root parts are left. Put the cut part of the vegetables in water in a shallow dish. The vegetables will grow new leaves.

# “The Fair”

## Materials

Wall Sound Card: /ō/  
 Reading Skills Workbook, page 69  
 Activity Sheet 40  
 Word List 4  
*The Blue-Pillowed Sky*, page 11  
*The Illustrated Treasury of Children's Literature*,  
 pages 60–61

## Skills

### Decoding

/ō/ Spelled ō [I]  
 Sight Words [P]  
 Blending [P]  
 Initial Vowels [P]

### Word Meaning

Antonyms [P]

### Structural Analysis

Contractions [P]

### Comprehension

Using Background Knowledge [P]  
 Drawing Conclusions [P]

### Listening and Speaking

Participating in Discussions [P]

## Overview

This is the first of 7 lessons in which the children will be reading the story “The Fair.”

### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Sounds Race

Use the Sound Flash Cards to play a team game. Assign points for each correct answer.

### Outlaw Flash Cards (optional)

You might want to have a quick review of the outlaw words introduced so far: *the, a, seven, eight, says, and, and at*.

## New Sounds and Words (10 minutes)

### /ō/ Spelled o

Review the Lisa story by reminding the children that Rosa, Heidi, Drew, and Dave found Block A in a package attached to a parachute that had fallen from an airplane. On their way to Lisa's house with the block, they passed Mr. and Mrs. Kline, who were cracking nuts for the squirrels in the park. Read the next installment.

As Rosa, Heidi, Drew, and Dave passed by Mr. and Mrs. Kline, Mrs. Kline called out to them, "Boys and girls, come here. We have something for you. We forgot to give it to you when you were here the first time."

The woman reached down into the bag and pulled something out. She handed it to Dave.

"Thank you very much," Dave said. Then he turned to Rosa, Heidi, and Drew and showed them

**Block O:** /ō/ [pause], /ō/.

Sound: /ō/

Sound at the beginning of *open, ogre, ocean*

Sound at the end of *go, show, no*

Spelling: o ("o mark")

Wall sound card: Block O

(Have the children predict what the new wall sound card will be named.)

## Word Lines (10 minutes)

### Sight Words

In line 1, the words *to* and *do* are outlaws. Point out that they do not follow the pattern of the other words in the line.

In line 4, *they* and *they'll* are outlaws. Tell the children that *they'll* is a contraction, or a short way to say *they will*. Be sure to draw boxes on the board and write the outlaw words in the boxes.

### Blending

WhW 1. gō nō sō to do

WhW 2. ōld sōld hōld cōld

WhW 3. bōth mōst

4. they they'll

### Antonyms

Play the Detective game to review opposites. Have a volunteer read and erase each word from the chalkboard after the children have written it on their slates or, if you prefer, have said the word orally. Have the remaining words read and erased.

Opposite of *young*. (*old*)

Opposite of *bought*. (*sold*)

Opposite of *stop*. (*go*)

Opposite of *yes*. (*no*)

Opposite of *hot*. (*cold*)

Opposite of *least*. (*most*)



## Word-Line Sentences (10 minutes)

### Blending

In sentence 1, point out that the *o* in *today* is a one-dot vowel.

### Contractions

In sentence 3, point out that *won't* is a contraction of *will not*.

1. I'll gō to the fair tōday.
2. Rōsā ate the mōst.
3. They wōn't hōld the beagle.

Call on volunteers to read and erase the sentences.

## Sound Response Card Drill (10 minutes)

### Initial Vowels

GRAY CARDS

Level 1 drill:

/v/ /g/ /t/ /l/ /w/ /p/ /d/ /m/ /h/ /b/

Level 2B drill:

wipe higher today make laid disturb bite  
gate pain mule too her window dip  
vain blame gave please win herd  
mittens loose dizzy very beside geese  
vote load true pig

If you think the children will benefit from extending the drill, you might include cards of other colors.

## Workbook page 69

### Sounds, Words, and Sentence (5–10 minutes)

#### Reinforcing /ō/ Spelled ō

1. Review the Block O wall sound card and the spelling ō. Tell the children that the other spellings will be filled in after they are introduced in later lessons.
2. Have the children read, trace, and copy the words and sentence.



**Sounds, Words, and Sentence**

ō  
o\_e  
oa\_  
\_ōw \_oe

no \_\_\_\_\_ go \_\_\_\_\_

hold \_\_\_\_\_ fold \_\_\_\_\_

don't \_\_\_\_\_ won't \_\_\_\_\_

No, I won't go.

Decoding \_\_\_\_\_

Name \_\_\_\_\_

## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 40: Completing Sentences with a Word

**Word List 4** After introducing this new word list, have children work in pairs reading and dictating the words to each other.

**Partners Reading** Have children read "By the Sea" to each other.

#### Small-Group Instruction

**Story Segment** Preteach the sequence for "The Fair" for this lesson to those children who will benefit from an initial presentation.

**Story Sequence** Reread "By the Sea" with small groups.

**Sound Patterns** For children who have difficulty blending sound by sound, review word patterns such as ake, ain, old. Substitute initial consonants or consonant clusters to make different words, such as *bake, cake, make, take, rake; main, rain, pain, gain, stain, drain; sold, told, bold, fold, cold.*

#### Activity Sheet 40

Name \_\_\_\_\_

Underline the word that completes each sentence.  
Then print that word in the blank.

1. The eagle flies high.  
flies fly

2. He'll fly the plane.  
flies fly

3. I'll try the game.  
try tried

4. Ray and Pete tried the bike.  
tries tried

5. Kate tries the beets.  
try tries

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## 2. Reading

### The Fair

"I've saved my dimes to go to the fair," says Pete. "I'll go today. Dave, May, and Rosa say they'll go. They'll be here at three. We'll ride the train to the fair."



11

"The Fair,"

*The Blue-Pillowed Sky*, page 11

Active Reading (5–10 minutes)

#### Using Background Knowledge

1. Tell the children that the new story is called "The Fair." Ask them if they know what a fair is, and then discuss the kinds of things that are at a fair. Add to the discussion if the children fail to include food, rides, animals, and so on.
2. Review the names of the children in the story: *Pete*, *Dave*, *May*, *Rosa*, and *Gale*, a girl they will meet in lesson 42.
3. Continue to develop the story at the board through unison reading if the class still needs this initial presentation. Drop this practice as soon as possible and preteach the story to small groups in workshop.
4. After the children read the page silently, call on volunteers to read it aloud. Ask another child to retell the story sequence.

#### Drawing Conclusions

5. Ask why Pete needs the dimes he has saved. (Encourage the children to go beyond merely saying because he's going to the fair. Discuss why he needs money at the fair.)



### 3. Storytime

---

"Wynken, Blynken, and Nod,"  
Anthology pages 60–61 (10 minutes)

---

Read the poem through several times. Have the children say the rhyming words and comment freely.

### 4. Writing

---

#### Independent Writing

---

##### Choosing Topics (10 minutes)

##### Participating in Discussions

**Show and Tell** After the Show and Tell leaders talk, call for comments and questions. Have each leader summarize the writing topics discovered from the presentation. Write the potential topics in the children's writing folders for future use. You will want to turn to these topic lists to help children discover a topic whenever they are "stuck" during independent writing.

Have the children write as usual, while you hold conferences with individuals.

Choose seminar leaders for lesson 41.

## 5. Extending the Lesson

---

### Enrichment

---

#### **Class Fair (10 minutes)**

Tell the children that there are many kinds of fairs: county fairs, state fairs, art fairs, crafts fairs, hobby fairs, and so on. Invite those who have been to any of these kinds of fairs to talk about them. Then tell the children that while they are reading the story "The Fair," during the next several lessons, they will also be planning a class fair. The fair will be on the day they finish reading the story.

## Looking Ahead

---

1. Duplicate activity sheet 41.
2. Prepare a Homophone Concentration game for workshop in lesson 41.
3. Think about items the children might bring to class to display at the class fair you are planning.
4. Be prepared to read a Caldecott Award-winning book during storytime in lesson 41.

# “The Fair” (continued)

## Materials

Wall Sound Card: /ō/  
 Reading Skills Workbook, page 70  
 Activity Sheet 41  
 Homophone Concentration Cards  
*The Blue-Pillowed Sky*, pages 12–13  
 A Caldecott Award–Winner

## Skills

### Decoding

/ō/ Spelled \_ōw [I]  
 Blending [P]

### Mechanics

Punctuation: Exclamation Point [P]  
 Writing Legibly [P]  
 Punctuation: Period [P]

### Comprehension

Predicting Outcomes [P]

### Key to Skill Codes

[I] = Introduction      [P] = Practice



# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Wall Sound Card Drill

Point to several of the most recently introduced cards and have the children name each card and say its sound. Then call on several children to say different words that contain that sound.

## New Sounds and Words (10 minutes)

### /ō/ Spelled ōw

Sound: /ō/

Spelling: ōw ("blank ōw")

Explain that the blank means that the spelling usually occurs at or near the end of a word.

Wall sound card: Block O

## Word Lines (10 minutes)

### Blending

In line 3, the e in *below* will become indistinct as the second syllable is stressed. For blending, use either "e mark" or "one-dot e." The children will naturally adjust the pronunciation as they say the word.

WhW 1. lōw slōw glōw blōw

WhW 2. rōw grōw shōw thrōw

WhW 3. ōwn bōw bōw! bēlōw

Have a Race to Erase to review the words.

## Word-Line Sentences (10 minutes)

### Blending

In sentence 3, point out the contraction *don't*. Tell the children that it is a short way to say *do not*.

### Punctuation: Exclamation Point

Also point out the exclamation point. Remind the children that this mark shows excitement. Help them read the sentence with the proper expression.

1. Neal fōldēd the sheets.
2. Dave shōws Pete the way to gō.
3. Dōn't bē sō slōw!

Call on volunteers to read and erase the sentences.

## Workbook page 70

### Sounds, Spellings, and Words (5–7 minutes)

#### Reinforcing /ō/ Spelled \_ōw

1. Have the children turn to page 69 and fill in the \_ōw spelling on the wall sound card. Review the card.

#### Writing Legibly

2. Ask the children to read, trace, and copy the words on page 70.

### Dictation (10–15 minutes)

Line 1: /d/ /t/ /m/ /b/

Line 2 (end):

no (ō) lay (\_ay) by (\_y) she (ē)

Line 3: go old

Line 4: lay hate

Line 5: Wait by the table.

### Sounds, Spellings, and Words

blow bowl  
own grown  
slow show

### Dictation

d t m b  
ō \_ay \_y ē  
go old  
lay hate  
Wait by the table.

## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 41: Identifying Block A Spellings

**Word-Line Sentence Cards** Have the children work in small groups to practice reading the more recent cards.

**Homophone Concentration** Make this card game and teach the children how to play it. Then place the game in a large envelope and add it to the workshop shelf. Instructions for making and playing the game appear in Appendix 4.

#### Small-Group Instruction

**Review Vowel Spellings** On the board, print the Block A spellings (*ai*, *ay*, *ai*, *a\_e*). Call out words and have the children write each word under the correct spelling.

**Story Sequence** Preteach the story sequence for this lesson to children who need this extra exposure.

**Word-Line Sentence Cards** Review recent word-line sentence cards and word-line cards with children who need more word-attack practice for fluency.

#### Activity Sheet 41

Name \_\_\_\_\_

Print each word in the word list under the correct spelling of the Block A sound.

|      |      |       |       |
|------|------|-------|-------|
| wait | may  | blame | awake |
| stay | rain | lane  | bait  |
| late | away | paid  | spray |

ai \_

\_ ay

a \_ e

wait

stay

late

rain

may

blame

paid

away

lane

bait

spray

awake



## 2. Reading

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"The Fair,"

*The Blue-Pillowed Sky*, pages 12–13

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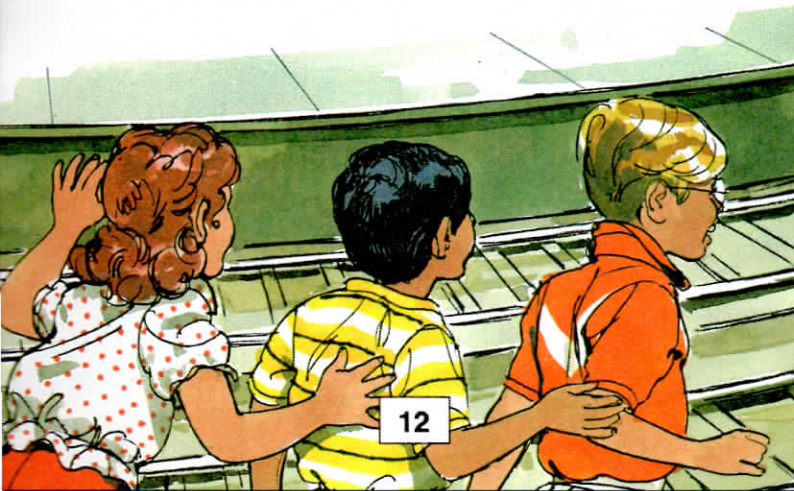
**Active Reading (10 minutes)**

### Predicting Outcomes

After the children read page 12 silently, call on volunteers to read it aloud. Ask someone to retell this story segment. Let the children discuss what they think will happen next in the story.

"Here we are, Pete," says Dave.  
"Time to go. Don't be so slow!"

They leave right away and go  
to the train. Rosa shows Pete the way  
to go.



Page 12



Page 13

## 3. Storytime

---

### Caldecott Award–Winner (15 minutes)

---

Read several Caldecott Award–winning books during storytime in lessons 41–45. (See Appendix 5 for the list.) Be sure to share the pictures with the children as you read the stories.

## 4. Writing

---

### Writing Skills (10 minutes)

---

#### Punctuation: Period

Ask what kind of mark goes at the end of a sentence. Remind the children, if necessary, that a period does. (You may want to mention that question marks are used at the end of asking sentences.)

Explain that it is important to use a period at the end of a sentence when writing, because the period tells the reader to pause before reading the next sentence.

Show the children samples of their sentences with and without periods. Have them tell you where periods are needed.

### Seminar (10 minutes)

---

Have the leaders share their work as usual. Assign the next seminar leaders.

As the children begin to write longer stories, seminar leaders may want to use this time to ask for suggestions about "where to go" with theirs. Encourage this when it is appropriate.



## 5. Extending the Lesson

### Enrichment

#### Class Fair (5–10 minutes)

Begin to plan a class fair with the children. Discuss the kinds of things they might display. Ask those who have collections of items (such as seashells, stamps, dolls, small stuffed animals, small toy cars, sports cards, and rocks) to think about bringing in all or part of their collections. Say that the fair will be held in about a week and that you will let them know a day or so before they are to bring the items to school.

### Homework

Recall the discussion about the class fair that was held as an extension activity. Ask the children to write a sentence about the items they might bring to the fair. If some of the children don't have collections they can bring to class, ask them to think of, and write a sentence about, something else they might do for the fair. The children should bring their sentences to the next class.

## Looking Ahead

1. Duplicate activity sheet 42.
2. Prepare a sound response card for /ō/ to add to each child's set.
3. Prepare to give half the class the storybook *My Airedale* and the other half the storybook *Go, Fly a Kite*.
4. Be prepared to continue reading Caldecott Award-winners during storytime in lessons 42–45.
5. Use the words from the word lists to make cards for use with the Storyline game mat in lesson 42 workshop.
6. Have ready enough index cards or cards cut from oaktag so that each child will be able to make an individual set of outlaw flash cards.

# “The Fair” (continued)

## Materials

Wall Sound Card: /ō/  
 Sound Response Card: /ō/  
 Reading Skills Workbook, page 71  
 Activity Sheet 42  
*The Blue-Pillowed Sky*, pages 14–15  
 Storybook *My Airedale*  
 Storybook *Go, Fly a Kite*  
 A Caldecott Award–Winner

## Skills

### Decoding

/ō/ Spelled \_oe [I]  
 Sight Words [P]  
 Blending [P]  
 Final Vowels [P]

### Word Meaning

Matching Definitions with Words [P]  
 Using Context Clues: Cloze [I]

### Study and Research

Test-taking Techniques: Testing Formats [P]

### Comprehension

Using Background Knowledge [P]

### Mechanics

Capitalization and Punctuation [P]

### Writing

Evaluating and Revising [P]

#### Key to Skill Codes

[I] = Introduction      [P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Riddle Me This

Croaking Frog, Block O: *go*  
Motorboat, Block A, Ice Cream: *name*  
Airplane, Block I, Motorboat: *vine*  
Be Quiet! Block O: *show*  
Beating Heart, Block O, Mixer: *bowl*

## New Sounds and Words (10 minutes)

### /ō/ Spelled \_oe

Sound: /ō/

Spelling: \_oe ("blank oe")

Explain that the blank means that the spelling usually comes at the end of a word.

Wall sound card: Block O

Have the children turn to page 69 in their workbooks and fill in the \_oe spelling. Review the card.

## Word Lines (10 minutes)

### Sight Words

In line 1, contrast the outlaw word *does* with the plural *does*. Tell children that in a sentence they should know which word it is, because only one of them will make sense.

In lines 1 and 2, contrast the meanings of *tow* and *toe* by using the words in sentences.

In line 2, underline the accented syllable in *soda* and *sofa*. Remind the children about the one-dot vowel.

In line 3, the o in *for* is not really a true long o. When the children blend the word, however, they arrive at a close enough approximation for the word. Present the 2 outlaw words *four* and *fourth* in the usual way.

### Blending

WhW 1. goes toe doe does

WhW 2. sōdā sōfā tōw

WhW 3. fōr four fourth

### Matching Definitions with Words

Have volunteers read and erase the words that go with the following clues. Have the remaining words read and erased.

A female deer. (*doe*)

Something to drink. (*soda*)

A couch. (*sofa*)

Part of the foot. (*toe*)

Number after three. (*four*)



## Word-Line Sentences (10 minutes)

### Blending

In sentence 2, remind the children about the question mark.

1. The train goes right to the fair.
2. Does Pete like the airplane ride?
3. Wē need four dimes for a sōdā.

Have volunteers read and erase the sentences.

## Sound Response Card Drill (10 minutes)

### Final Vowels

Hand out the yellow response card for /ō/. Have the children spread out their yellow cards.

Level 1 drill:

/ē/ /ī/ /ō/ /ā/

Level 2E drill:

so by me may go tie he low  
stray cry ray free

Level 3E drill:

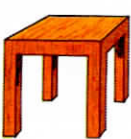
so may sea she toe pie try slow

## Workbook page 71

### Picture Exercise (5 minutes)

1. Put the exercise on the board or on an overhead if children still need this initial presentation. Otherwise, have them read each word silently and then underline the words that go with the pictures. [table, blaze]
2. Call on a volunteer to read each set of words and to say which ones he or she chose.
3. Have the children write each word under its picture.

**Picture Exercise**



bite  
table  
blame

table



brave  
blaze  
wade

blaze

Study and Research

**Multiple-Choice Exercise**

**A**

☐ showed    ☐ don't    ☐ fold

☐ flowed    ☐ won't    ☐ folds

☒ rowed    ☒ both    ☒ folded

**B**

☐ tail    ☐ sold    ☐ table

☒ teeth    ☐ hold    ☐ waited

☐ most    ☒ bold    ☒ waded

Word Mapping Study and Research

Name \_\_\_\_\_ 71

**Multiple-Choice Exercise (5 minutes)**

**Test-taking Techniques: Testing Formats**

1. Ask volunteers to read the words in all the boxes and to give the meaning of each word, perhaps by using it in a sentence.
2. Have the children silently mark the word that fits the clue for each box.

**Using Context Clues: Cloze**

**Row A**

- Box 1: The rowboat didn't have a motor, so we used oars and \_\_\_\_\_ it. (*rowed*)
- Box 2: When you can't decide whether you want milk or juice, you say, "May I have some of \_\_\_\_\_?" (*both*)
- Box 3: Which one of the words is *folded*? Look carefully at the end of the word.

**Row B**

- Box 1: Before we go to bed we brush our \_\_\_\_\_. (*teeth*)
- Box 2: Another word for *brave* is \_\_\_\_\_. (*bold*)
- Box 3: At the seashore we took off our shoes and socks. Then we went into the shallow water and \_\_\_\_\_. (*waded*)

**Workshop and Remediation**

**Practice Activities (30 minutes)**

**Activity Sheet 42: Matching Sentences to Pictures**

**Activity Sheet 42**

Name \_\_\_\_\_

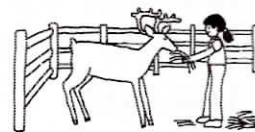
Copy the sentence that goes with the picture.

The seals eat a meal.  
We see three gray geese.  
The geese fly high.



We see three gray geese.

Kate plays a game.  
The deer sleeps.  
Kate feeds the tame deer.



Kate feeds the tame deer.

We feed leaves to the fire.  
We read by the fire.  
We sleep by the fire.



We feed leaves to the fire.

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**Game Mat: Storyline** Use words from the word lists to make word cards. Directions for this game can be found in lesson 21.

**Individual Outlaw Cards** Have each child make an individual set of outlaw cards. Provide the children with index cards or pieces of oaktag cut into cards.

**Small-Group Instruction**

**Story Sequence** Reread the first 2 parts of "The Fair." Then preteach the sequence for this lesson.

**Review Vowel Spellings** Write the Block / spellings on the board (*i*, *y*, *ie*, *ie*, *igh*). Call out words and have the children write each one under the correct spelling.

**Word List 4** Begin checking the children on this word list.

**Reading** Read and discuss a storybook.



## 2. Reading

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"The Fair,"

*The Blue-Pillowed Sky*, pages 14–15

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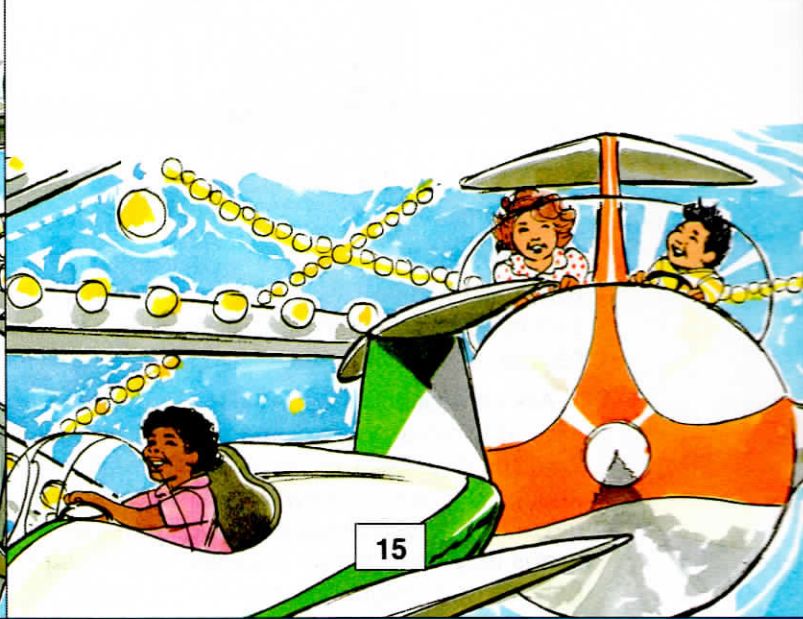
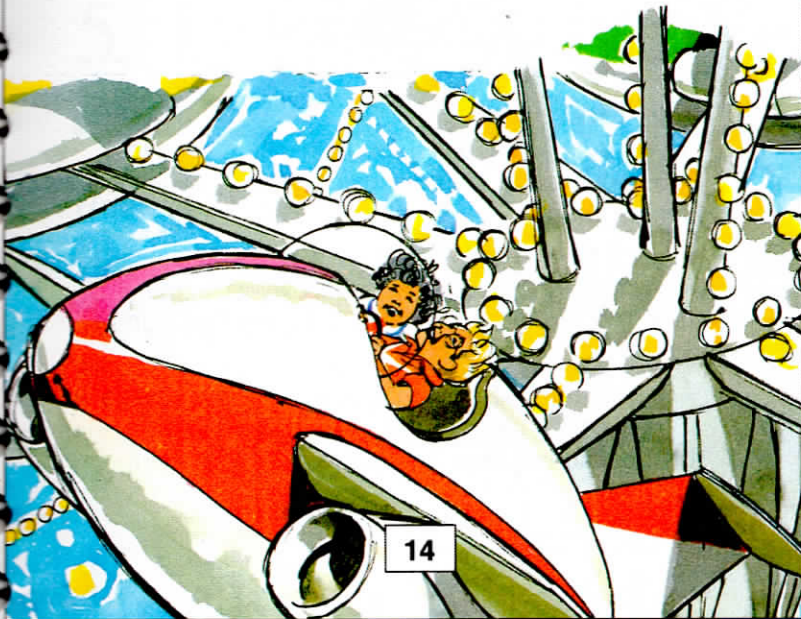
**Active Reading (10 minutes)**

Have the children read the pages silently and then aloud. Call on a volunteer to retell the story segment. Allow the others to contribute to the retelling if the first child has left something out.

The train goes right to the fair.  
Pete, Dave, May, and Rosa  
leave the train and meet Gale. She's  
at the gate near the rides.

"Here are the rides," says Rosa.  
"We'll try the airplane ride."

The airplanes fly high and low.  
Dave, Pete, May, Rosa, and Gale like  
the airplane ride.



## Introducing Storybooks (10–15 minutes)

### Using Background Knowledge



#### My Airedale

Have the children look through the storybook for 2–3 minutes and then discuss what they think will happen in the story.

Ask someone to read the title. To provide background information, explain that an Airedale is a breed of dog. Tell the children that this is a story about a boy and his new dog. Allow those who have dogs to talk about their dogs and the kinds of things they do together. (Suggest that dogs or pets, or both, might be good writing topics.)

Blend the words *driveway*, *frightened*, and *gripes*. Assign this book to half the class.



#### Go, Fly a Kite

Have the children look through this storybook for 2–3 minutes and then discuss what they think the story is about.

Ask if they've ever had a day when they couldn't find anything to do or anyone to play with. Tell them that the girl in this book is having that kind of day.

Explain that the words *sky's* and *day's*, on page 13, are contractions of *sky is* and *day is*. Assign this book to the other half of the class.

## 3. Storytime

### Caldecott Award–Winner (10 minutes)

Continue reading and discussing a Caldecott Award–winning book.



## 4. Writing

### Writing Skills (5 minutes)

#### Capitalization and Punctuation

Show the children samples of work with incorrect capitalization and end-of-sentence punctuation. Have them correct the work. Remind them that they should be using capital letters and periods in their own writing.

### Independent Writing (15 minutes)

#### Evaluating and Revising

While the children write, meet with those who have requested a conference and with as many others as you can.

Assign the seminar leaders for lesson 43.

## 5. Extending the Lesson

### Homework

Ask half the class to take out the homework that was assigned in the last lesson. Call on these children, one at a time, to tell about the collections or things to do that they thought of for the class fair and to read the sentences they wrote. Let the others discuss whether the collections and things to do are appropriate for the class fair.

## Looking Ahead

1. Duplicate activity sheet 43.
2. Collect or prepare samples of the children's writing that illustrate errors in punctuation, capitalization, and spelling. (Words are considered to be misspelled if the errors are in spellings the children have already learned.)

# “The Fair” (continued)

## Materials

Wall Sound Card: /ch/  
 Reading Skills Workbook, page 72  
 Activity Sheet 43  
 Game Mat: Harder Silly Snakes  
*The Blue-Pillowed Sky*, pages 16–17  
 A Caldecott Award–Winner

## Skills

### Decoding

/ch/ Spelled *ch* [I]  
 Sight Words [P]  
 Blending [P]

### Word Meaning

Matching Definitions with Words [P]

### Comprehension

Drawing Conclusions [P]

### Writing

Final Proofreading [P]

#### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Outlaw Flash Cards

Use the Outlaw Flash Cards to review all the outlaw words introduced so far. Vary the drill by calling for unison responses, by calling on individuals, and by calling on only the boys or only the girls.

## New Sounds and Words (10 minutes)

### ch Spelled ch

Review the Lisa story by recalling that as Rosa, Heidi, Drew, and Dave were taking Block A to Lisa's house, they were given Block O by Mr. and Mrs. Kline, who were cracking nuts for the squirrels in the park. Then read the next installment.

When Rosa, Heidi, Drew, and Dave reached Lisa's house with the 2 blocks, they couldn't find anyone in the house. "Hello!" shouted Dave. "Is anyone here?"

"Hello!" came Lisa's voice from the basement. "We're in the basement. Come on down!"

Rosa, Heidi, Drew, and Dave rushed down the basement stairs. "We found 2 more alphabet blocks," said Rosa. "We have Block A and Block O now."

"That's great!" said Lisa. "We have to find just 1 more alphabet block, Block U. Come over to the table now. My dad is going to tell us about his electric-train collection."

"I have many electric trains," said Lisa's dad. "I've been collecting them since I was your age. In those days electric trains were my toys. Now collecting them is my hobby." He held up an old-fashioned steam locomotive and said: "This is the first engine I ever had. It's still my favorite. When it runs, it makes little puffs of steam. I'll show you."

He put the little engine on the track and started it. The little **steam engine** chugged along, making little puffs of real steam: /ch/, /ch/, /ch/ [pause], /ch/, /ch/, /ch/.

Sound: /ch/

Sound at the beginning of *chair, church, children*

Sound at the end of *peach, branch, sketch*

Spelling: *ch*

Wall sound card: Steam Engine



## Word Lines (10 minutes)

### Sight Words

*Win* is considered an outlaw word because the children have not yet learned the short *i* sound and spelling.

### Blending

WhW 1. chīld chair chēse cheer

WhW 2. each beach peach teach

WhW 3. thrōw scōld gōld gōlden

4. win

### Matching Definitions with Words

Play the Detective game to review some of the words. For more involvement, and if the children are able, have them give one another clues for these words. Have the remaining words erased.

A fruit. (*peach*)

A boy or girl. (*child*)

Made of gold. (*golden*)

A place to swim. (*beach*)

Something to eat. (*cheese*)

What you might do with a ball. (*throw*)

## Word-Line Sentences (10 minutes)

### Blending

Point out the question mark in sentence 3, reminding the children that this mark is used at the end of asking sentences.

1. Wē like to win prizes.

2. Three beans reach the bōwl.

3. Do they like the ripe peachés?

Call on volunteers to read and erase the sentences.

## Workbook page 72

### Sounds and Spellings (5 minutes)

#### Reinforcing /ch/ Spelled ch

After reviewing the wall sound card for /ch/, write the words *chair* and *teach* on the board. Have the children practice writing the words on their slates.

### Dictation (10–15 minutes)

Line 1: /th/ /z/ /b/ /l/

Line 2 (middle):

sail (ai\_) fine (i\_e) goes (\_oe) take (a\_e)

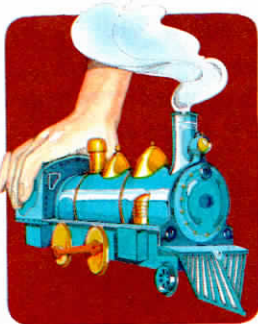
Line 3: show train

Line 4: time both

Line 5: Hold these snails.

Sounds and Spellings

ch



Dictation

th      z      b      l

ai\_      i\_e      \_oe      a\_e

show      train

time      both

Hold these snails.

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## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 43: Matching Rhyming Words

**Game Mat: Harder Silly Snakes** Introduce this game to the whole group. Explain that it is played the same way as Silly Snakes, which was introduced in lesson 38.

**Outlaw Flash Cards** Have the children use their own or the classroom flash cards to review the outlaw words. Suggest that they work in small groups or in pairs. Remind them to add new outlaw word cards to their sets as the outlaw words are introduced.

#### Small-Group Instruction

**Story Sequence** Reread the first 3 segments of "The Fair" with small groups or individuals. If necessary, preteach the one for lesson 43.

**Spelling Patterns** Work with spelling patterns and initial-consonant substitution with children who are still having difficulty with sound-by-sound blending.

**Word-Line Sentence Cards** Use recent word line and word-line sentence cards to provide additional reading practice.

**Word List 4** Continue testing the children on this list.

**Reading** Read and discuss a storybook.

#### Activity Sheet 43

Name \_\_\_\_\_

Find a word in the word list that rhymes with each word below.

Print the rhyming word on the guideline.

lane   date   sleet   rake   clean   tried

bean

plate

cake

beet

cane

fried

clean

date

rake

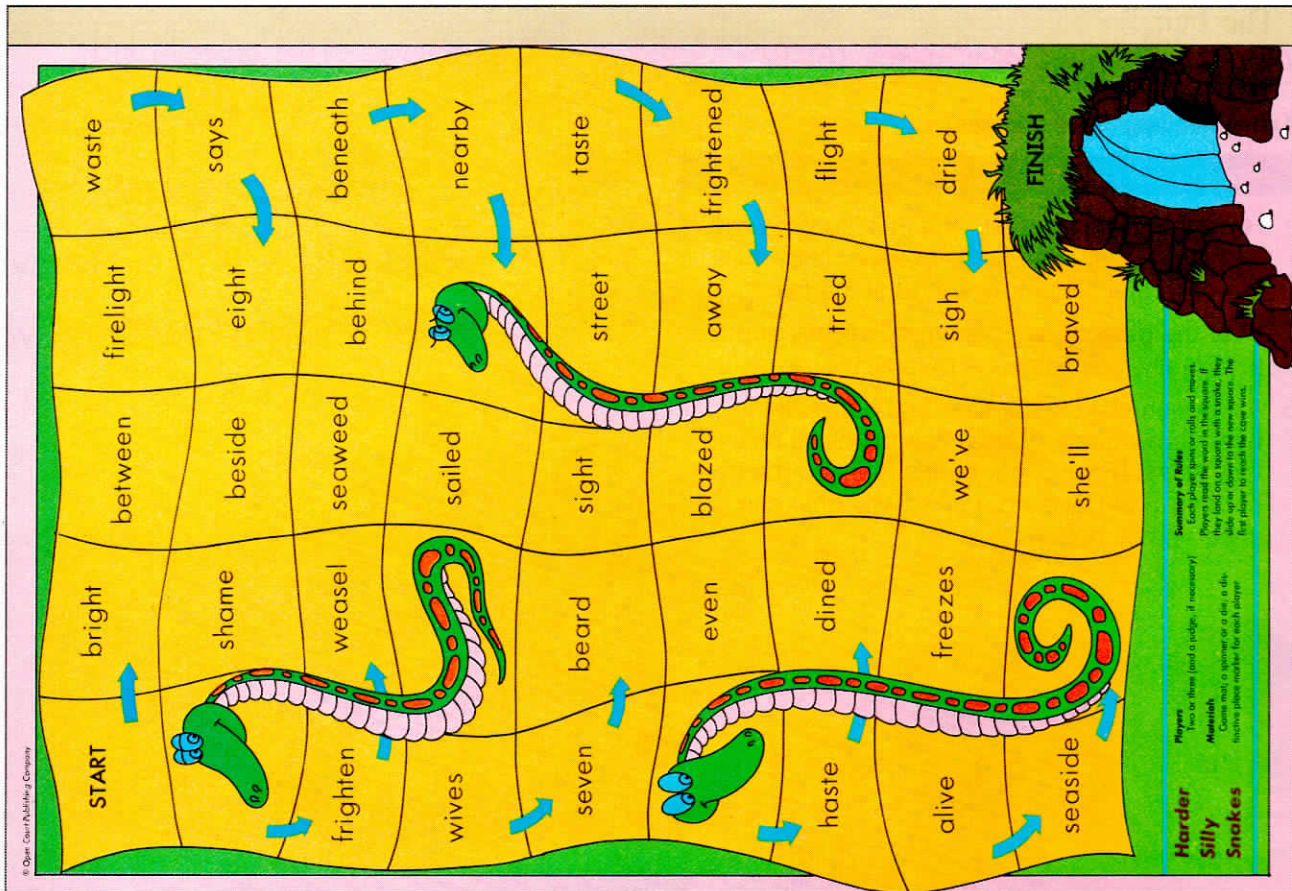
sleet

lane

tried

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## Harder Silly Snakes

## 2. Reading

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"The Fair,"

*The Blue-Pillowed Sky*, pages 16–17

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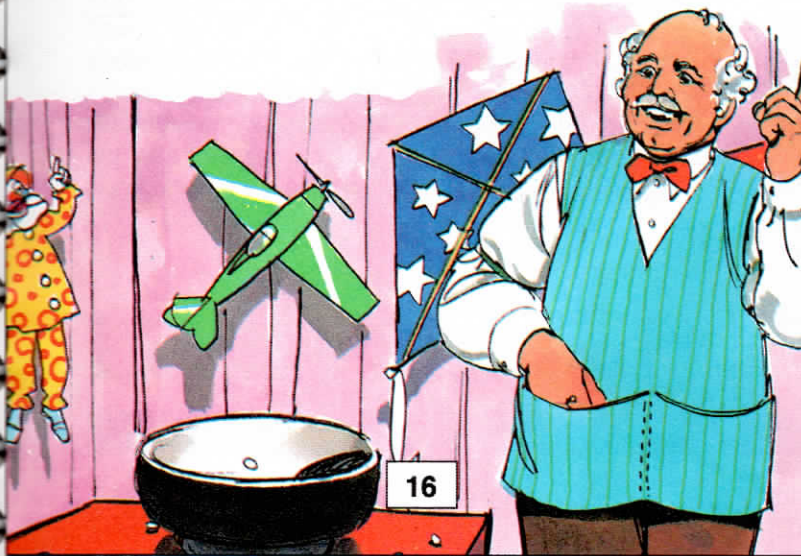
**Active Reading (5–10 minutes)**

### Drawing Conclusions

1. Have the children retell "The Fair" to this point. Ask them what other kinds of things they think the children in the story will do at the fair.
2. After the pages have been read silently and then orally, ask someone to retell the story.
3. Ask which child in the story did better at the bean-throw game. [Rosa] Ask the class how they know. [Four of her beans reached the bowl, but only 3 of Dave's did.] Ask why both children cheer. [They both won prizes.]

"I'd like to play a game,"  
says Dave.

"Here's a bean-throw game,"  
says May. "Throw the beans at the  
bowl and win a prize."



Page 16

Dave aims and throws. Three  
beans reach the bowl. He wins a  
green airplane.

Rosa tries. Four beans reach the  
bowl. She wins a kite.

They cheer.



Page 17



## 3. Storytime

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### Caldecott Award–Winner (10 minutes)

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Continue reading from Caldecott Award–winning books.

## 4. Writing

---

### Writing Skills (5–10 minutes)

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#### Final Proofreading

Show the children the samples of writing with spelling, capitalization, and end-of-sentence punctuation errors. Tell them that you are going to proofread the writing by looking for these kinds of errors. Go through the writing and circle the errors. Then correct them.

Tell the children that when they write a sentence or a story they need to proofread it in this way.

Remind them that you don't expect them to be able to spell perfectly all the words they wish to use. Encourage them to continue trying to spell the words as best they can. Say that you want them to try to spell correctly those words with sounds and spellings they have learned.

### Seminar (10 minutes)

---

Have the leaders share their work with the group. Continue to model appropriate questioning. Remind the children to say something positive before asking questions.

Assign the next seminar leaders.

## 5. Extending the Lesson

### Enrichment

#### Class Fair (15–20 minutes)

Continue discussing the class fair with children. Ask them if they would like to play games like the bean-throw game. Let them discuss other games they might play. If the children can't think of appropriate games, suggest some yourself, such as tossing hoops at bottles, throwing balls into a bucket, and so on.

Let the class elect a game committee of 4 or 5 children to arrange games for the class fair. Encourage the class to select children who do not have collections of items to bring to class. Tell those elected to the game committee that they do not have to supply all the games themselves, but that they should talk with their classmates and find out who has games they can bring. The game committee will need 2 or 3 games for the fair.

### Homework

Ask the children who didn't present their homework to the class in lesson 42 to do so now. Let the others decide whether the collections and things to do that today's presenters talk about are appropriate for a class fair.

Tell the children that they will need prizes for the winners of the games at the fair. Suggest that they make prizes, such as paper chains, paper airplanes, picture cards, and so on. Explain that they can make the picture cards by cutting pictures out of magazines and gluing the pictures to index cards or pieces of heavy paper. Those who make prizes should give them to the game committee. Give the committee a box in which to keep the prizes. Say that everyone can start bringing in prizes, games, collections of items, and other things for the fair the next day. Announce that the fair will be held in 3 days.

## Looking Ahead

1. Duplicate activity sheet 44.
2. Prepare sound response card /ch/ to add to each child's set.
3. During the discussion of the class fair in lesson 44, be prepared to show the vegetable tops you have grown and to write a label for your exhibit. Labels might, for example, read *Greens* or *Home-Grown Greens*.
4. Be prepared to continue reading or to read a different Caldecott Award–winner for storytime in lesson 44.

# “The Fair” (continued)

## Materials

Wall Sound Card: /ō/  
 Sound Response Card: /ch/  
 Reading Skills Workbook, page 73  
 Activity Sheet 44  
*The Blue-Pillowed Sky*, page 18  
 A Caldecott Award-Winner

## Skills

### Decoding

/ō/ Spelled o\_e [I]  
 Blending [P]  
 Sight Words [P]  
 Initial Consonants [P]

### Comprehension

Predicting Outcomes [P]

#### Key to Skill Codes

[I] = Introduction

[P] = Practice



# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Wall Sound Card Cheer

Have the children say the cheer for all the cards presented so far.

## New Sounds and Words (10 minutes)

### /ō/ Spelled o\_e

Sound: /ō/

Spelling: o\_e ("o blank e")

Ask what the blank means. The children should be able to tell you that a consonant will come between the o and the e when a word is formed.

Wall sound card: Block O

Review the 4 spellings for /ō/ that you have introduced.

## Word Lines (10 minutes)

### Blending

In line 2, first blend the word *close* with an /s/ sound in the middle and then blend the word with a /z/ sound in the middle. Tell the children that in a sentence they should be able to tell which word to use.

### Sight Words

In line 3, present the outlaw words, *won*, *one*, and *done*, in the usual manner.

Contrast the homophones *one* and *won* by using the words in illustrative sentences. For example: *Mark has one pencil on his desk. Jenny won the race.*

LR 1. rōw rōll rōse rōde  
rōw rōll rōse rōde

WhW 2. hope close chose those

WhW 3. stone won one done

Have a Race to Erase to review the words. To increase participation, have a child call out the words to be erased.

## Word-Line Sentences (10 minutes)

### Blending

1. Rose rode home alone.
2. We're close to the table and chairs.
3. One child chased the beagle.

Have a volunteer read and erase the sentence that answers each of these questions:

What did Rose do? (Rose rode home alone.)

What did one child do? (One child chased the beagle.)

Have a child ask a question that can be answered by the remaining sentence. Explain that the sentence should begin with *Where*. (Where are we? We're close to the table and chairs.)

## Sound Response Card Drill (10 minutes)

### Initial Consonants

Hand out the white response card for /ch/. Have the children spread out their orange and white cards.

### Level 1 drill:

/f/ /t/ /sh/ /s/ /z/ /n/ /th/ /ch/ /k/

### Level 2B drill:

church shout that name call zebra road  
first sock chair fire roll kitten those  
show stairs next zoo noodle soap there  
sheep choose roar card fight

## Workbook page 73

### Sounds, Spellings, and Words (10 minutes)

#### Reinforcing /ō/ Spelled o\_e

1. After the children fill in the o\_e spelling on page 69, review the Block O card.
2. On page 73, have the children read the words in the first 3 lines and then trace and copy them, as usual.
3. Have the children build words with the spellings in the last 2 lines. Ask them to use words other than those printed on the page. Do a few examples. Circulate and check work. If there is time, you may want the children to share the words they have written.

### Picture Exercise (5 minutes)

1. Ask the children to read each word silently and then to underline the words that go with the pictures. [row, train]
2. For each picture call on a volunteer to read the set of words and to tell the one he or she chose.
3. Have the children write the correct words under the pictures.

### Sounds, Spellings, and Words

home stone  
hoe glow  
gold mole  
o\_e o\_e o\_e  
old \_oe \_ow

### Picture Exercise



so

no

row



train

time

tree

row

train

Name \_\_\_\_\_

73

## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 44: Using Homophones to Complete Sentences

**Harder Silly Snakes Game** Teach children how to play variations of this game. The variations are the same as for Silly Snakes and the instructions can be found in lesson 38.

#### Small-Group Instruction

**Dictation** Dictate spelling words to small groups. Dictate more challenging words to the more able students.

**Story Sequence** Discuss the sequence of events in "The Fair." Have the children tell what happened first, second, third, fourth. For example: 1. Decided to go to the fair. 2. Met at the train. 3. Rode airplane ride. 4. Played a bean-throw game.

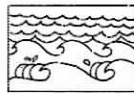
**Spelling** Write Block A and I spellings on the board. Dictate words and have the children write them under the correct spelling.

**Word List 4** Continue testing children on this list.

#### Activity Sheet 44

Name \_\_\_\_\_

Underline the word that completes each sentence. Then print that word in the blank.  
Use the pictures below to help you choose the correct word for each sentence.



sea



see



hear



here

1. I see the plane.  
see sea

2. We'll ride by the sea.  
see sea

3. Wayne and Gail hear the beagle.  
hear here

4. I'm here.  
hear here

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## 2. Reading

"We rode the airplanes. Dave and Rosa played a game," says Gale. "I'd like to eat."

"Fine," says Rosa. "We're close to a table. I'll find five chairs."

They eat beef and fries. Rosa eats the most.



18

"The Fair,"

*The Blue-Pillowed Sky*, page 18

**Active Reading (10–15 minutes)**

### Predicting Outcomes

1. Recall (or have a child do so) all the things that the children in the story have done so far at the fair. Ask what these children might do next.
2. Have the children read silently and then aloud. Ask someone to retell the story segment. Let the others add to or correct the retelling.

### 3. Storytime

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#### Caldecott Award–Winner (10 minutes)

Continue reading and discussing a Caldecott Award–winning book.

### 4. Writing

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#### Independent Writing (10 minutes)

Have the children write as usual. Remind them to proofread their work. Hold conferences with as many children as possible.

#### Seminar (10 minutes)

Have the leaders share their work with the group.  
Assign the next seminar leaders.

## 5. Extending the Lesson

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### Enrichment

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#### **Class Fair (10 minutes)**

Ask the game committee to report on the games they have for the class fair. Have the others say whether they think the games will be fun to play.

### Homework

---

Ask the children to make labels to put on their displays for the class fair. For example, show them the greens you have been growing and make a label to go with them, such as *Greens* or *Home-Grown Greens*. Tell the children to bring in their labels for the next lesson. Remind them to continue bringing their collections and things to do for the class fair. Remind them also that the fair will be in 2 days.

## Looking Ahead

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1. Duplicate activity sheet 45.
2. Be prepared to read another Caldecott Award–winner for storytime in lesson 45.
3. Be prepared to arrange part of the classroom as the setting for the fair. Use your collection of greens as the first item put on the display table.



# “The Fair” (continued)

## Materials

Wall Sound Card: /ō/  
Reading Skills Workbook, page 74  
Activity Sheet 45  
*The Blue-Pillowed Sky*, page 19  
A Caldecott Award–Winner

## Skills

### Decoding

/ō/ Spelled oa\_ [I]  
Sight Words [P]  
Blending [P]

### Word Meaning

Homophones [P]

### Listening and Speaking

Reading Fluently and Expressively [P]  
Participating in Discussions [P]

#### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Wall Sound Card Drill

Point to several cards, one at a time, and have the children name each card and say its sound. Then call on several children to provide words that use that sound. You may want to write the words on the board so that all the children can read them.

## New Sounds and Words (10 minutes)

### /ō/ Spelled oa

Sound: /ō/

Spelling: oa ("oa blank")

Explain that the blank means that a consonant will usually follow this spelling.

Wall sound card: Block O

## Word Lines (10 minutes)

### Homophones

In line 2, contrast the meanings of *road* and *rode*.

### Sight Words

In line 4, the vowel sound in the 3 outlaw words sounds like the one-dot o. This may help the children remember the words.

### Blending

WhW 1. goat boat coat roast

WhW 2. toad load road rode

WhW 3. soap rope float floated

4. from some come

Play the Detective game to review some of the words. Have the children write on their slates the words that go with the following clues. (You may just have the children say the words if you prefer.) Call on volunteers to read the words and erase them from the board. Have the remaining words read and erased.

It's like a frog. (toad)

You wash with this. (soap)

A street. (road)

Opposite of sink. (float)

Something you wear when it is cold. (coat)

A way to cook meat. (roast)

## Word-Line Sentences (10 minutes)

### Blending

1. The goat rides gō bēside the lake.
2. They'll come home from the fair bēfore four.
3. Wē chose to eat some cōld roast beef.

Call on a volunteer to read and erase the sentence that answers each of these questions:

Where do the goat rides go? (The goat rides go beside the lake.)

What did we choose to eat? (We chose to eat some cold roast beef.)

Have a child ask a question that can be answered by the last sentence.

## Workbook page 74

### Sounds, Spellings, and Words (5 minutes)

#### Reinforcing /ō/ Spelled oa\_

1. Have the children turn back to page 69 and fill in the oa\_ spelling on the Block O card. Review all the spellings on the card: ō, o\_e, oa\_, \_ōw, and \_oe.
2. Go over page 74 with the children to be sure they understand what to do. The first 2 lines provide words for them to read, trace, and copy. The next line provides spellings from which to make new words.

### Dictation (10–15 minutes)

Line 1: /sh/ /g/ /v/ /ch/

Line 2 (middle):

feed (ee) bone (o\_e) brave (a\_e) bite (i\_e)

Line 3: rose stay

Line 4: hole geese

Line 5: He rode the bike.

### Sounds, Spellings, and Words

road \_\_\_\_\_ rode \_\_\_\_\_  
toad \_\_\_\_\_ boat \_\_\_\_\_  
oa\_ \_\_\_\_\_ oa\_ \_\_\_\_\_

### Dictation

sh \_\_\_\_\_ g \_\_\_\_\_ v \_\_\_\_\_ ch \_\_\_\_\_  
ee \_\_\_\_\_ o\_e \_\_\_\_\_ a\_e \_\_\_\_\_ i\_e \_\_\_\_\_  
rose \_\_\_\_\_ stay \_\_\_\_\_  
hole \_\_\_\_\_ geese \_\_\_\_\_  
He rode the bike.



## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 45: Reviewing the Sounds /ā/ and /ī/.

**Pictures** Have the children draw pictures of 2 things that have happened in "The Fair." Ask them to label their pictures.

#### Small-Group Instruction

**Word-Line Sentence Cards** Use the cards to review word lines and word-line sentences.

**Outlaw Flash Cards** Use these cards to drill on the outlaw words.

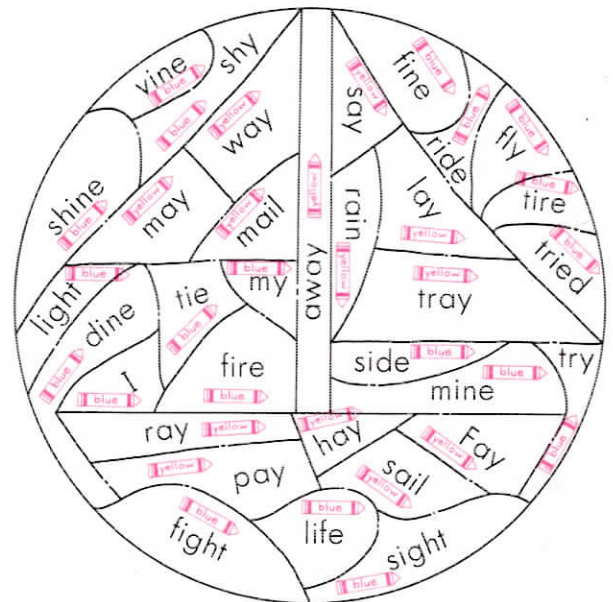
**Story Sequence** Reread the 5 parts of "The Fair" that you and the children have read during previous whole-group sessions. Preteach the story segment for lesson 45.

**Reading** Read and discuss a storybook.

### Activity Sheet 45

Name - \_\_\_\_\_

Color all the  words yellow.  
Color all the  words blue.



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## 2. Reading

"The Fair,"

*The Blue-Pillowed Sky*, page 19

Active Reading (10 minutes)

Reading Fluently and Expressively

Have the children read and retell the story, paragraph by paragraph.

**Teaching Tip** At this level the children's retellings are an excellent indication of their comprehension of what they have read. Call on reluctant children to retell the story, to provide you with a measure of their understanding.

They take a boat ride. The boat sails by the fair. The boat goes near the rides and games.

They leave the boat. They see the goat rides.

"We'll try those rides," says Gale.

The goat rides go beside the lake.



19

## 3. Storytime

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### Caldecott Award–Winner (10 minutes)

Continue reading and discussing Caldecott Award–winning books.

## 4. Writing

---

### Independent Writing (20 minutes)

#### **Choosing Topics**

#### **Participating in Discussions**

**Show and Tell** At the conclusion of Show and Tell, have the leaders summarize any potential writing topics for you to write in their folders.

Have the children write as usual. Remind them to proofread. Meet with children who request conferences, as well as others who do not. Try to get to those who will not request a conference.

Assign seminar leaders for lesson 46.



## 5. Extending the Lesson

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### Homework

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The children who made labels for their displays for the class fair should read them to the rest of the class. Let the others discuss whether the labels are appropriate. Help the children proofread their labels. Let them take their proofread labels home and write corrected ones on clean sheets of paper. Remind the children that the fair will be held during the next lesson.

## Looking Ahead

---

1. Duplicate activity sheet 46.
2. Prepare a blank tick-tack-toe grid and duplicate it so that every child will have one for workshop in lesson 46.
3. Assemble as many things as possible for the class fair you will be holding during lesson 46. Be sure that enough space is available for everyone's exhibit.
4. Collect samples of the children's writing with improper spacing—some with words run together and some with too much space between words. You will use them in lesson 46.

# "The Fair" (continued)

## Materials

Reading Skills Workbook, page 75  
Activity Sheet 46  
Tick-Tack-Toe Grids  
*The Blue-Pillowed Sky*, page 20  
*The Illustrated Treasury of Children's Literature*,  
page 63

## Skills

### Word Meaning

Homophones [P]

### Decoding

Sight Words [P]

Blending [P]

Medial Vowels [P]

### Study and Research

Test-taking Techniques: Testing Formats [P]

### Comprehension

Drawing Conclusions [P]

Understanding Sequence in Text [P]

### Writing

Final Proofreading [P]

#### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (10 minutes)

### Wall Sound Card Drill

Review some of the wall sound cards this way: Say the name of a spelling. Have the children say the name of the appropriate card and its sound. For example, you say, "blank ay," and the children say "Block A, /ā/."

### Outlaw Flash Card Drill

Review all the outlaw words that have been introduced.

## Word Lines (10 minutes)

### Homophones

In line 1, contrast the meanings of *grown* and *groan*.

### Sight Words

Lines 4 and 5, which review recently introduced outlaw words, are optional. As an alternative you might want to review the number words *one*, *three*, *four*, *five*, *seven*, *eight*, *nine*.

### Blending

WhW 1. grōwn groan bone moan

WhW 2. spoke woke toast boast

WhW 3. more sore told stole

4. one some come done (optional)

5. does from to do (optional)

Have a Race to Erase to review the words. Have 1 child call out a word for 2 others to race to find.

## Word-Line Sentences (10 minutes)

### Blending

1. The child groans and cries.
2. They go to the train and find seats.
3. I'd like some more toast please.

Have volunteers read and erase each sentence.

## Sound Response Card Drill (10 minutes)

### Medial Vowels

#### YELLOW CARDS

#### Level 1 drill:

/ō/ /ā/ /ī/ /ē/

#### Level 2M drill:

home cane like meet seed waist sold  
most fight wake tied feel

#### Level 3M drill:

sail sold light late near sheet hope



## Workbook page 75

### Picture Exercise (5 minutes)

1. Ask the children to read each word silently and to underline the words that name the pictures. [*mole*, *boat*]
2. Let a volunteer read both sets of words and tell which word he or she chose in each set.
3. Have the children write each answer word under its picture.

### Multiple-Choice Exercise (10 minutes)

#### Test-Taking Techniques: Testing Formats

1. Ask volunteers to read the words in all the boxes and to use each word in a sentence. (The children have not had the words *stolen* and *drove*, so you may need to present them separately.)
2. Have everyone mark the words you specify. If you prefer, give definitions rather than designating the target words.

#### Row A

**Box 1:** Which of these words is *stay*? Look carefully at the end of the word.

**Box 2:** Which of these words is *load*?

**Box 3:** Which of these words is *float*?

#### Row B

**Box 1:** Which of these words is *stolen*?

**Box 2:** Which of these words is *drives*?

**Box 3:** Which of these words is *rode*?

3. Review the exercise to check the children's choices.

### Picture Exercise



hole

home

mole

mole



bone

boat

bowl

boat

### Multiple-Choice Exercise

**A**

☒ stay

☐ stays

☐ stayed

☒ load

☐ loads

☐ loaded

☐ float

☐ floats

☒ floated

**B**

☐ steal

☐ stole

☒ stolen

☐ drive

☒ drives

☐ drove

☐ ride

☐ rides

☒ rode

Name \_\_\_\_\_

75

## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 46: Using Homophones to Complete Sentences

**Sound Tick-Tack-Toe** Have the children play the game, using Sound Flash Cards and blank tick-tack-toe grids. Let them choose 12–15 spellings with which to play.

#### Free Choice

#### Small-Group Instruction

**Story Sequence** Reread the 6 segments of "The Fair." Preteach the final sequence for lesson 46.

**Spelling with Block O** Write the spellings for Block O on the board. Call out words with the /ō/ sound and have the children write them under the correct spelling.

**Word-Line Sentence Cards** Use word line and word-line sentence cards for reading practice and fluency.

#### Activity Sheet 46

Name \_\_\_\_\_

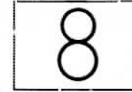
Underline the word that completes each sentence. Then print that word in the blank. Use the pictures to help you choose the correct word for each sentence.



meet



meat



eight



ate

1. I'll meet Kate and Ray.

meat meet

2. We eat meat and fries.

meat meet

3. The beagle ate a cake.

ate eight

4. We'll find eight seats.

ate eight

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## 2. Reading

"Time to go home," says Dave.

"I'd like to stay," says Rosa.

"No," says Dave. "We'll go."

Dave, Rosa, May, Pete, and Gale don't like to leave. They go to the train and find seats. They are tired.

"A fine fair," says Gale.

Dave, Rosa, May, and Pete agree.



20

"The Fair,"

*The Blue-Pillowed Sky*, page 20

### Active Reading (5–10 minutes)

#### Drawing Conclusions

1. Have the children recall the story so far, using the pictures to help them if necessary.
2. Have the children read page 20 silently. Then call on volunteers to read it aloud.
3. Ask why the children in the story don't want to leave the fair. It should be easy to relate to the feelings of these children.
4. You might want to have the children recall their favorite parts of the story. If so, write what they say on the board.

#### Understanding Sequence in Text

5. Tell the children that things happened in the story in a certain order. Of the children's favorite episodes, ask which happened first in the story, second, and so forth.
6. Write the following sentences on the board.

They ride the airplane ride.

They take the train to the fair.

They eat beef and fries.

They go home.

Discuss the sequence, or order, in which these things happened in the story.



### 3. Storytime

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"Animal Crackers,"

Anthology page 63 (10 minutes)

---

Read the poem several times. Have the children comment freely. Ask them to discuss their favorite treats. Suggest that this may be a good writing topic.

## 4. Writing

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### Writing Skills (10 minutes)

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#### Final Proofreading

Ask why written work should look nice. Be sure that these points are mentioned in the discussion: Written work should look nice so that others will want to read it and be able to read it; so that the writer can be proud of the work; and so on. Remind the children that they should look at and correct the spelling and punctuation. They should also consider how the words are spaced on the page.

Show an example of improper spacing. Ask what is wrong with the story. Show how hard it is to read writing when all the words run together. With the children's help, indicate where the words are improperly spaced.

### Independent Writing (10–15 minutes)

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Have the children write as usual. Hold conferences with individuals.

## 5. Extending the Lesson

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### Enrichment

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#### **Class Fair (15–20 minutes)**

Let the children make any necessary additions to the class fair area. Then hold the fair. Be sure that everyone gets to see every display and to play at least 1 game. If there is not enough time after active reading for the children to enjoy the fair fully, continue it at the end of the lesson. You may want to let the children leave their displays up for a few days so they can have more time to enjoy them. If possible, let the children invite friends from other classes or their parents to attend their fair.

## Looking Ahead

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1. Duplicate activity sheet 47.
2. Collect more examples of improper spacing for use during lesson 47.



# Unit 5

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## Greater Independence

In unit 5 reading continues to focus on reading fluency. By the end of this unit the children will read stories in their entirety.

### Comprehension

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The children continue to work on retelling stories and sequencing story events. As they read the stories, they predict outcomes. Predicting is part of the reading and discussion; it helps to involve the children actively in the reading process. Predicting is formally introduced as a strategy in the next level, *A Shiny Golden Path*.

## Literature

During previous units the children have been exposed during storytime to different genres — folk tales, fairy tales, and fables. In this unit the genre of fable is formally taught. Children learn the characteristics of fables. In the next level, *A Shiny Golden Path*, they read fables themselves and apply their knowledge of that genre to their own reading.

## Writing

Up to this point the children have been writing and editing a story as they complete it. The editing process has focused on correcting spelling, punctuation, and capitalization under the supervision of the teacher.

Now the children assume greater independence in the writing process and learn 2 new strategies: revising content and considering readers. For revising at this level the children add information to their stories.

The second strategy focuses on considering readers. Moving from writing for oneself to writing for an audience is a major step toward maturity in writing. It should be gradually developed so that young writers gain better awareness of their readers. In order to begin this process, the children choose and revise a story that they think will be interesting to their classmates. This is a preliminary step to publishing their stories, which they will do in the next level, *A Shiny Golden Path*.



# Unit 5 Scope and Sequence

**Lesson 47**  
Boots . . .  
page 21  
Teacher's Guide,  
pages 476–483

**Lesson 48**  
And Yo Yo . . .  
pages 22–23  
Teacher's Guide,  
pages 484–491

**Lesson 49**  
And Hugo,  
page 24  
Teacher's Guide,  
pages 492–497

**Lesson 50**  
And Hugo (continued),  
page 25  
Teacher's Guide,  
pages 498–504

**Lesson 51**  
Peek-a-boo,  
pages 26–27  
Teacher's Guide,  
pages 505–513

**Lesson 52**  
A Note,  
page 28  
Teacher's Guide,  
pages 514–520

**Lesson 53**  
A Note (continued)  
page 29  
Teacher's Guide,  
pages 521–528

**Lesson 54**  
New Boots,  
page 30  
Teacher's Guide,  
pages 529–535

**Lesson 55**  
Rainy Day,  
page 31  
Teacher's Guide,  
pages 536–544

**Lesson 56**  
A New Painted Pony,  
page 32  
Teacher's Guide,  
pages 545–550

**Lesson 57**  
A New Painted Pony  
(continued),  
pages 33–34  
Teacher's Guide,  
pages 551–558

**Lesson 58**  
By Boat,  
page 35  
Teacher's Guide,  
pages 559–567

**Lesson 59**  
The Birthday,  
pages 36–37  
Teacher's Guide,  
pages 568–576

**Lesson 60**  
The Thief and the Beagle,  
pages 38–39  
Teacher's Guide,  
pages 577–584

| Literature                                                                                                                  | Comprehension                                                                                                            | Decoding                                                                                    | Word Meaning                                                        | Structural Analysis                                           |
|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------|
| Storytime: Poetry<br>Boots . . .<br>page 21<br>Teacher's Guide,<br>pages 476–483                                            | Using Backgr'nd Knowledge<br>Making Comparisons<br>Activity Sheet 47:<br>Distinguishing Between<br>Real and Make-Believe | /ōō/ Spelled ōō<br>Blending<br>Sight Words                                                  | Matching Definitions with<br>Words                                  |                                                               |
| Storytime: Poetry<br>And Yo Yo . . .<br>pages 22–23<br>Teacher's Guide,<br>pages 484–491                                    | Using Background<br>Knowledge<br>Activity Sheet 48:<br>Answering Riddles                                                 | /y/ Spelled y _<br>Blending<br>Sight Words<br>Final and Medial Vowels<br>Initial Consonants |                                                                     |                                                               |
|                                                                                                                             | Predicting Outcomes                                                                                                      | /ū/ Spelled ū<br>/ōō/ Spelled ū<br>Blending<br>Sight Words                                  | Matching Definitions with<br>Words                                  | Activity Sheet 49:<br>Forming and Using<br>Plurals            |
| Storytime: Fairy Tale<br>And Hugo (continued),<br>page 25<br>Teacher's Guide,<br>pages 498–504                              | Drawing Conclusions<br>Using Background<br>Knowledge<br>Predicting Outcomes                                              | /ū/ Spelled u _ e<br>/ōō/ Spelled u _ e<br>Blending<br>Initial Consonants                   | Activity Sheet 50:<br>Compound Words                                |                                                               |
| Storytime: Fairy Tale<br>Peek-a-boo,<br>pages 26–27<br>Teacher's Guide,<br>pages 505–513                                    | Predicting Outcomes                                                                                                      | Blending<br>Sight Words<br>Activity Sheet 51:<br>/ōō/ Words                                 |                                                                     |                                                               |
| Storytime: Fairy Tale<br>A Note,<br>page 28<br>Teacher's Guide,<br>pages 514–520                                            | Using Background<br>Knowledge<br>Activity Sheet 52:<br>Matching Sentences with<br>Pictures                               | /ū/ Spelled _ ew<br>/ōō/ Spelled _ ew<br>Blending<br>Final Consonants                       |                                                                     |                                                               |
| Genres: Fable<br>Author's Purpose<br>Storytime: Fable<br>A Note (continued)<br>page 29<br>Teacher's Guide,<br>pages 521–528 | Drawing Conclusions                                                                                                      | /ōō/ Spelled _ ue<br>Blending                                                               | Using Context Clues<br>Activity Sheet 53:<br>Compound Words         |                                                               |
| Genres: Fable<br>Author's Purpose<br>Storytime: Fable<br>New Boots,<br>page 30<br>Teacher's Guide,<br>pages 529–535         |                                                                                                                          | Blending<br>Sight Words<br>Medial Vowels<br>Activity Sheet 54:<br>Outlaw Words              |                                                                     |                                                               |
| Storytime: Poetry<br>Rainy Day,<br>page 31<br>Teacher's Guide,<br>pages 536–544                                             | Using Background<br>Knowledge<br>Classifying Information                                                                 | /ē/ Spelled _ y and _ ī _<br>Blending                                                       |                                                                     | Inflectional Endings                                          |
|                                                                                                                             | Drawing Conclusions<br>Activity Sheet 56:<br>Completing a Picture to<br>Go with a Story                                  | Signals<br>Blending                                                                         | Antonyms                                                            |                                                               |
| Storytime: Poetry<br>A New Painted Pony<br>(continued),<br>pages 33–34<br>Teacher's Guide,<br>pages 551–558                 | Using Sequence in Text<br>Using Background<br>Knowledge                                                                  | /r/ Spelled er, ir, ur, ear<br>Blending<br>Sight Words                                      | Homophones<br>Activity Sheet 57: Drawing<br>Pictures to Match Words |                                                               |
| Storytime: Fairy Tale<br>By Boat,<br>page 35<br>Teacher's Guide,<br>pages 559–567                                           |                                                                                                                          | Blending<br>Sight Words<br>Initial Consonants<br>Activity Sheet 58:<br>Outlaw Words         |                                                                     |                                                               |
| Storytime: Fairy Tale<br>The Birthday,<br>pages 36–37<br>Teacher's Guide,<br>pages 568–576                                  | Using Background<br>Knowledge<br>Making Comparisons                                                                      | Blending<br>Sight Words                                                                     | Matching Definitions with<br>Words                                  | Inflectional Endings<br>Activity Sheet 59: Forming<br>Plurals |
| Genres: Fable<br>Author's Purpose<br>The Thief and the Beagle,<br>pages 38–39<br>Teacher's Guide,<br>pages 577–584          | Drawing Conclusions                                                                                                      | Blending<br>Sight Words<br>Medial Vowels<br>Final Vowels                                    | Antonyms                                                            | Inflectional Endings<br>Activity Sheet 60: Forming<br>Plurals |



| Study and Research                                     | Writing                 | Listening and Speaking                                                                                                                             |
|--------------------------------------------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                        | Using Spacing           | Active Reading<br>Storytime                                                                                                                        |
|                                                        | Using Spacing           | Active Reading<br>Storytime<br>Seminar                                                                                                             |
|                                                        |                         | Active Reading<br>Storytime<br>Seminar                                                                                                             |
|                                                        |                         | Participating in<br>Discussions<br>Active Reading<br>Storytime<br>Show and Tell                                                                    |
| Learning Test Taking<br>Techniques: Testing<br>Formats | Final Proofreading      | Reading Fluently and<br>Expressively<br>Active Reading<br>Storybooks<br>Storytime                                                                  |
|                                                        |                         | Active Reading<br>Storytime<br>Seminar                                                                                                             |
| Learning Test Taking<br>Techniques: Testing<br>Formats | Evaluating and Revising | Active Reading<br>Storytime                                                                                                                        |
| Learning Test Taking<br>Techniques: Testing<br>Formats | Evaluating and Revising | Reading Fluently and<br>Expressively<br>Active Reading<br>Storytime<br>Seminar                                                                     |
| Activity Sheet 55:<br>Alphabetical Order               |                         | Reading Fluently and<br>Expressively<br>Participating in Recitations<br>Participating in Discussions<br>Active Reading<br>Storytime; Show and Tell |
|                                                        | Evaluating and Revising | Active Reading<br>Storytime                                                                                                                        |
|                                                        |                         | Active Reading<br>Storytime                                                                                                                        |
| Learning Test Taking<br>Techniques: Testing<br>Formats |                         | Reading Fluently and<br>Expressively<br>Active Reading<br>Storytime                                                                                |
|                                                        | Writing a Final Draft   | Active Reading<br>Storytime<br>Seminar                                                                                                             |
|                                                        |                         | Active Reading<br>Storytime<br>Storybooks<br>Seminar                                                                                               |

# “Boots ...”

## Materials

Wall Sound Card: /oo/

Reading Skills Workbook, page 76

Activity Sheet 47

*The Blue-Pillowed Sky*, page 21

*The Illustrated Treasury of Children's Literature*,  
page 64

## Skills

### Decoding

/oo/ Spelled oo [I]

Blending [P]

Sight Words [P]

### Word Meaning

Matching Definitions with Words [P]

### Comprehension

Using Background Knowledge [P]

Making Comparisons [P]

### Writing

Using Spacing [I]

### Key to Skill Codes

[I] = Introduction

[P] = Practice



# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Riddle Me This

Lariat, Block I, Knocking on the Door: *wide*  
 Croaking Frogs, Roaring Lion, Block O: *grow*  
 Beating Heart, Block O, Ticking Clock: *boat*  
 Flat Tire, Ticking Clock, Block O, Motorboat: *stone*  
 Out of Breath, Block I, Airplane: *hive*  
 Steam Engine, Block A, Roaring Lion: *chair*

## New Sounds and Words (10–15 minutes)

### /oo/ Spelled oo

Review the Lisa story. Remind the children that when Rosa, Heidi, Drew, and Dave got back to Lisa's house with Block A and Block O, they found her and their other friends in the basement. Lisa's father, showing the children his electric-train collection, had just put a little steam engine on the track. Now read the next segment of the story.

As the little engine chugged along the track, Lisa shouted: "Look at the back of the engine. It has a note hanging on it."

Lisa's dad flipped the switch, and the engine stopped. He took off the note and read it to the boys and girls. The note said, "Look on the patio under something green."

The boys and girls hurried up the stairs and out the back door. When they got outside they heard a strange sound coming from way up in the tree near the patio: /oo/, /oo/, /oo/ [pause].

"What was that?" cried Jane as she came to a sudden stop.

"Don't be afraid," said Lisa. "It's just an owl. It lives in that tree. It usually sleeps all day and stays awake at night. I guess we startled it when we slammed the door."

The **hooting owl** didn't fly away. It just sat in the tree hooting: /oo/, /oo/, /oo/ [pause], /oo/, /oo/, /oo/.

Sound: /oo/

Sound heard in the middle of *moon*, *spoon*, *noon*

Spelling: oo ("double o long mark")

Wall sound card: Hooting Owl



## Word Lines (10–15 minutes)

### Blending

In line 3, the *e* at the end of *loose* and *choose* should be written in the consonant color, because it is silent. Contrast the meanings of *too* and *to*.

### Sight Words

In line 4, *down* is introduced as an outlaw word, because the *ow* spelling for /ow/ has not yet been introduced.

WhW 1. f<sup>oo</sup>d b<sup>oo</sup>t r<sup>oo</sup>m c<sup>oo</sup>l

WhW 2. s<sup>oon</sup> m<sup>oon</sup> n<sup>oon</sup> sp<sup>oon</sup>

WhW 3. z<sup>oo</sup> t<sup>oo</sup> l<sup>oose</sup> ch<sup>oose</sup>

4. down

### Matching Definitions with Words

Play the Detective game to review the words. Have the remaining words read and erased.

Not tight. (*loose*)

Also. (*too*)

12 o'clock in the daytime. (*noon*)

Select. (*choose*)

What you eat. (*food*)

It shines at night in the sky. (*moon*)

You eat your soup or cereal with it. (*spoon*)

A place where animals are kept. (*zoo*)

## Word-Line Sentences (10 minutes)

### Blending

1. My t<sup>oo</sup>th feels l<sup>oose</sup>.
2. We'll g<sup>o</sup> to the p<sup>oo</sup>l t<sup>o</sup>day at n<sup>oon</sup>.
3. B<sup>oo</sup>ts likes h<sup>oo</sup>ps and sp<sup>oo</sup>ls.

Have volunteers select sentences to read and erase.

## Workbook page 76

### Sounds and Spellings (5 minutes)

#### Reinforcing /oo/ spelled oo

Review the Hooting Owl wall sound card and the first spelling, oo. Blend the words *moon* and *food* on the board. Have the children write them either on their slates or in the margin of the workbook page, near the wall sound card.

### Dictation (10–15 minutes)

Line 1: /k/ /ch/ /n/ /p/

Line 2 (middle):

coat (oa\_) home (o\_e) tight (\_igh) paid (ai\_)

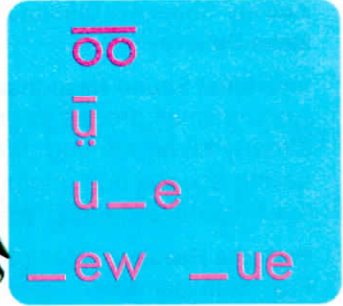
Line 3: road grow

Line 4: green goat

Line 5: The golden eagle flies high.

If you are not already doing so, have the children tell you which spelling to use when there is more than 1 choice, rather than your telling them.

### Sounds and Spellings



### Dictation

k ch n p  
 oa\_ o\_e \_igh ai\_  
 road grow  
 green goat  
 The golden eagle flies high.

## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 47: Distinguishing Between Real and Make-Believe

**Individual Sound Response Cards** Let the children work in small groups to practice the 5 drills they already know: naming pictures, saying sounds, saying sounds from pictures, naming pictures from spellings, and naming spellings from pictures.

**Partners Reading** Have the children read "The Fair" with partners.

#### Small-Group Instruction

**Oral Reading** Reread "The Fair" with small groups. Encourage fluency and expression by modeling oral reading.

**Word-Line Cards** Review recent cards.

**Dictation** Dictate spelling words to small groups, using more challenging words with the more able students. Ask the children to write on paper or on their slates. Have a model put on the board so they can check and proofread their work.

**Reading** Read and discuss a storybook.

**Story Sequence** Preteach the story segment "Boots . . ." to children who need an early introduction.

### Activity Sheet 47

Name \_\_\_\_\_

Read the following sentences. If the sentence tells about an event that could happen, print *R* for *Real* in the blank. If the sentence tells about an event that could not happen, print *MB* for *Make Believe* in the blank.

- MB 1. Dave's snail flies away.
- R 2. The fire's flame lights the night.
- MB 3. The rain made the street dry.
- R 4. I frightened a deer away.
- MB 5. Ray eats seaweed eight times a day.
- R 6. Eve's five, and I'm seven.
- R 7. We like meat and fries.



## 2. Reading

"Boots . . .,"

*The Blue-Pillowed Sky*, page 21

Active Reading (10–15 minutes)

### Using Background Knowledge

1. As background, tell the children that they will be introduced to 3 animals in the next 3 lessons. Today they will read about Boots. Have them look at the page and tell you what kind of animal Boots is. [a kitten] Ask them what kinds of things kittens like to do. Why do they think Boots might be a good name for the kitten? [because of her 4 white paws]
2. Before the children begin to read, point out that the page has 2 paragraphs. Show them how to count the paragraphs. Then have them read the first one silently. Call on volunteers to read aloud. Finally, have another student retell the text.
3. Have the second paragraph read in the same manner.

## Boots . . .

Boots and I like to play. We  
play games. We go down the slide.  
We ride the bike.

Boots likes hoops and spools.  
She plays roll the hoop and chase the  
spool. She even likes roller skates.



## 3. Storytime

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"The Sugar Plum Tree,"  
Anthology page 64 (10 minutes)

---

### Making Comparisons

Read the poem several times. After the children comment freely, ask volunteers to tell what they liked best about the poem. Then have the whole group compare it with "Animal Crackers." [Both are about treats.]

## 4. Writing

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Writing Skills (5–10 minutes)

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### Using Spacing

Show the children a story sample with improper spacing. Briefly discuss why spacing is important.

As you read through the story, put a slash between words that aren't properly spaced. Say that these slashes are reminders to space properly when the story is rewritten. Tell the children that they can use this mark on their papers to help them prepare their final drafts.

Independent Writing (10–15 minutes)

---

Have the children write as usual. Remind them of their options: begin a new story, continue a story in progress, get ideas for a new story, make a story better by proofreading.

Hold conferences with individuals. Remind the children to put a block on their desk if they need you.

Select seminar leaders for lesson 48.

# Looking Ahead

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1. Duplicate activity sheet 48.
2. Prepare to add sound response card /oo/ to each child's set.
3. Make 20 sets of outlaw word cards for the children to use in playing the Go-Fish Outlaw Words game in lesson 48 workshop. Twenty sets of 2 cards will be needed for the game. To make 1 set of cards, print an outlaw word in black on 1 card and the same word in red on another card. The cards may be fish-shaped if you like.



# “And Yo Yo...”

## Materials

Wall Sound Card: /y/  
 Sound Response Card: /oo/  
 Reading Skills Workbook, page 77  
 Activity Sheet 48  
 Cards for the Go-Fish Outlaw Words Game  
*The Blue-Pillowed Sky*, pages 22–23  
*The Illustrated Treasury of Children's Literature*,  
 page 64

## Skills

### Decoding

/y/ Spelled y\_ [I]  
 Sight Words [P]  
 Blending [P]  
 Final and Medial Vowels, Initial Consonants [P]

### Comprehension

Using Background Knowledge [P]

### Writing

Using Spacing

### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Wall Sound Card Cheer

Have the children say the cheer to review all the cards introduced so far.

## New Sounds and Words (10–15 minutes)

### y Spelled y

The boys and girls looked around the patio. Everything there seemed to be one shade of green or another. Chairs, tables, and benches were green. The big umbrella was green. The barbecue grill was green. Even the flower pots were green.

Jane looked under the table. Sue looked under a chair. Dave looked under the grill. Then Drew picked up a bench to look under it. He didn't find an alphabet block, but he did find wet, green paint. He looked at the **sticky mess** on his hands and said "/y/ [pause], /y/."

Sound: /y/

Sound at the beginning of *yes, you, year*

Spelling: y\_ ("y blank")

Explain that the blank means that the spelling comes at the beginning of a word.

Wall sound card: Sticky Mess

## Word Lines (15 minutes)

### Sight Words

Six outlaw words are introduced in this lesson. Be sure to put 6 boxes on the board and write each outlaw word in a box. In line 1, *yes* is an outlaw word because the children have not learned the short e sound. In line 3, point out that *you'll* and *you've* are contractions of *you will* and *you have*. In line 4, contrast the meaning of *your* and *you're*.

### Blending

WhW 1. *year* *yō-yō* yes *nō*

WhW 2. *tōnight* *ālong* *āfraid* *chōsēn*

3. you you'll you've

4. your you're

You may need to spend a little extra time going over the outlaw words. In fact, you may want to hold outlaw word drills whenever you have a few extra minutes during the day.

Have a Race to Erase to review the words. If you think the children are able, have a volunteer call out the words to be erased.

You may want to repeat this word-line drill with small groups during workshop.

## Word-Line Sentences (10 minutes)

### Blending

1. Do you like *m̄ yō-yō*?
2. You'll *bē* seven *yēars* *ōld* *sōn*.
3. *Yō Yō* likes to *teasē* *Bōōts*.

Have volunteers read and erase the sentences.



## Sound Response Card Drill (10 minutes)

### Final and Medial Vowels, Initial Consonants

Hand out the blue card for /ōō/.

YELLOW AND BLUE

#### Level 1 drill:

/ā/ /ē/ /ī/ /ōō/ /ō/

#### Level 2E drill:

too low fly flea say day tree my  
flow zoo stay Lee fry slow

#### Level 3M drill:

wait hope ride late hear

WHITE

#### Level 1 drill:

/ch/ /k/ /sh/

#### Level 2B drill:

choose call shake sheep cake church  
chose ship kitten

Two colors are used for this drill, because there are not many sounds within each color group. If the drill seems too long for your group, skip the white cards.

## Workbook page 77

### Sounds, Words, and Sentence (5–10 minutes)

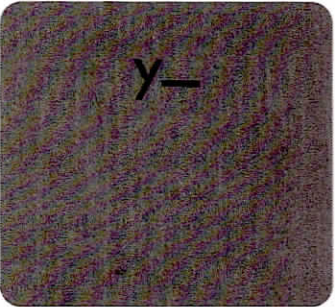
#### Reinforcing y Spelled y

1. Review the wall sound card for /y/.
2. Have the children read, trace, and copy the words in the first 2 lines. For the third line, have them write words with the *ōō* spelling. You may find it helpful to call for a good many words with this spelling before having the children write their own. Finally, ask the children to read, trace, and copy the sentence.



Decoding

**Sounds, Words, and Sentence**



you      yo-yo

zoo      too

ōō      ōō

I'll choose the food.

Name \_\_\_\_\_

**77**



## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 48: Answering Riddles

**Go-Fish Outlaw Words Game** Instructions for making and playing this game appear in Appendix 4. Introduce the game to the whole class. Let several children continue to play it while you engage the others in small-group instruction or in completing the activity sheet. (Anyone who has individual sets of outlaw word cards can use them to play the game.)

#### Small-Group Instruction

**Word-Line Drill** Reteach the lesson's word-line drill with small groups.

**Sound Flash Cards** Drill with these cards. Use the more recently taught spellings with small groups of children.

**Word-Line Sentence Cards** Use these cards to work on reading fluency with those who need special practice.

**Dictation** First review and then dictate outlaw words to groups. Have a volunteer write each word on the board as a proofreading model for the others.

**Story Sequence** Preteach "And Yo-Yo . . .," the reading selection for this lesson.

**Reading** Read and discuss a storybook.

#### Activity Sheet 48

Name-----

Choose the word that answers each riddle. Print it in the blank.

cake    weeds    bikes    bone    firefly

1. I glow. firefly

2. We ride these. bikes

3. Deer eat these. weeds

4. You bake me. cake

5. Beagles like me. bone

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## 2. Reading

"And Yo Yo . . .,"

*The Blue-Pillowed Sky*, pages 22–23

### Active Reading (10 minutes)

#### Using Background Knowledge

1. Begin by asking a volunteer to recall the story about Boots.
2. When the children turn to this story, ask what kind of animal Yo Yo is. (If necessary, say that he is a parakeet.) Call on volunteers to tell what they know about parakeets. If no one mentions it, say that parakeets can sometimes be taught to talk.
3. Count the number of paragraphs. Have the children read the text, paragraph by paragraph, stopping to retell the story after each one.
4. Ask how the child in the story feels about Boots and Yo Yo. [The child likes them; they make the child smile.]
5. Ask if there is anything strange about Boots and Yo Yo being friends and playing together. (The children should know that cats and birds are often thought of as enemies.)

## And Yo Yo . . .

Yo Yo's green. Boots and I both like Yo Yo. Yo Yo likes to be free. He likes to fly. He flies high and dives low.

Yo Yo speaks. He says, "Hi. Come here, Boots. Come, Boots!"



Boots hears Yo Yo. She goes to Yo Yo.

Yo Yo likes to tease Boots.  
Boots and Yo Yo make me smile.





## 3. Storytime

---

"The Sugar Plum Tree,"  
Anthology page 64 (10 minutes)

---

Reread the poem for the children's enjoyment. If time allows, you may want to reread other poems as well.

## 4. Writing

---

**Writing Skills** (5–10 minutes)

---

### Using Spacing

Remind the children about proper spacing and how to make the slash mark so they won't forget to leave a space when they rewrite. Have them work in pairs. Ask them to look through their folders for examples of improperly spaced words and go over these together.

**Seminar** (10 minutes)

---

Hold seminar as usual. Be sure to give a turn to anyone who very much wants to be a seminar leader (because of a breakthrough, a problem, or another valid reason). This sharing time is a very important aspect of the entire writing process. The children will learn that writing is a form of communication.

## 5. Extending the Lesson

---

### Illustrating a Poem

Have the children draw their own sugar plum tree to illustrate the poem that you read during story-time. You may want to read the poem aloud once more before they start drawing.

## Looking Ahead

---

Duplicate activity sheet 49.

# “And Hugo”

## Materials

Wall Sound Cards: /ū/ and /ōō/  
 Reading Skills Workbook, page 78  
 Activity Sheet 49  
*The Blue-Pillowed Sky*, page 24

## Skills

### Decoding

/ū/ Spelled ū and /ōō/ Spelled ū [I]  
 Sight Words [P]  
 Blending [P]

### Word Meaning

Matching Definitions with Words [P]

### Comprehension

Predicting Outcomes [P]

#### Key to Skill Codes

[I] = Introduction

[P] = Practice



# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Wall Sound Card Drill

Say the names of various spellings already introduced and have the children name the corresponding cards and say their sounds. For example, say "blank ay." The children respond with "Block A . . . /ā/."

## New Sounds and Words (10 minutes)

### /ū/ Spelled ū and /oo/ Spelled ū

The /ū/ and /oo/ sounds, which are very similar, share a number of spellings. These sounds and their spellings will therefore be introduced together. If the children mistakenly use one sound for the other, they will most likely adjust their pronunciation to say the word correctly. The spelling ū occurs in very few words.

"Go inside and wash your hands, Drew," said Lisa's mom. "Then run home quickly and change your clothes. Bring these clothes back here so that I can wash the paint out before it dries."

"I found it!" cried Jane. "I found the last block. It's under this green plant in the green flower pot. Here's **Block U**: /ū/ [pause], /ū/."

"Great!" shouted Lisa. "Now we have all the missing blocks: A, E, I, O, and U."

Sound: /ū/

Sound heard in the middle of *music*, *fuel*

Spelling: ū ("u mark")

Wall sound card: Block U

Sound: /oo/

Sound heard in the middle of *duty*, *Ruth*, *truth*

Spelling: ū ("two-dot u mark")

Wall sound card: Hooting Owl

Write the 2 spellings, ū and ū, on the board. Explain that the only way to know whether a ū says the /ū/ or the /oo/ sound is to try both. (You may want to tell the children that few words use this spelling for /ū/ or /oo/.)

## Word Lines (10–15 minutes)

### Sight Words

In line 4, point out that the outlaw word *move* has the /oo/ sound. *Sunday* is not really irregular; the children have simply not yet learned the short *u* sound, spelled *u*.

LR 1. Rū rō  
Rūth rōm

WhW 2. trūth Sūśān

WhW 3. āble tāble beagle būgle

4. move Sunday

### Matching Definitions with Words

Play the Detective game to review some of the words. Use the following clues or make up your own. Have the remaining words read and erased.

A girl's name. (*Ruth, Susan*)

A kind of horn. (*bugle*)

A dog. (*beagle*)

A day of the week. (*Sunday*)

Opposite of a lie. (*truth*)

## Word-Line Sentences (10–15 minutes)

### Blending

1. I'll move the stōol to the tāble.
2. Sūsān tōld you the trūth.
3. Hūgō's a gray pōodle.

Have the children read and erase the sentences that answer these questions:

What did Susan tell you? (Susan told you the truth.)

What is Hugo? (Hugo's a gray poodle.)

Have a student ask a question that can be answered by the first sentence. (For example, Where will I move the stool? I'll move the stool to the table.)

## Workbook page 78

### Sounds and Spellings (5 minutes)

#### Reinforcing /ū/ Spelled ū and /ōō/ Spelled ū

1. Have the children turn back to page 76 and fill in the ū spelling on the Hooting Owl card. Review the 2 spellings.
2. On page 78, review the Block U spelling. Write the words *truth* and *bugle* on the board. Have the children write them on their slates or in the margin alongside the Block U card.

### Dictation (10–15 minutes)

Line 1:

/y/ /w/ /r/ /g/

Line 2 (middle):

food (ōō) bowl (\_ōw) pain (ai\_) boat (oa\_)

Line 3: gate too

Line 4: boot grow

Line 5: He sold five goats.

### Sounds and Spellings



ū  
u\_e  
\_ew

### Dictation

y\_ w\_ r\_ g\_  
ōō \_ōw ai\_ oa\_  
gate too  
boot grow  
He sold five goats.

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## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 49: Forming and Using Plurals

**Dictation** Have the children work in pairs to dictate words to each other. Let them use word lists or word-line cards. Tell them to proofread each other's work.

**Outlaw Flash Cards** Have the children practice reading the outlaw words.

#### Small-Group Instruction

**Spelling Patterns** Review the spelling patterns for Block E and Block O. Write the patterns on the board and call out words with the spellings. Have the children fill in the patterns to spell the words.

**Story Sequence** Preteach the reading selection for lesson 49.

**Reading** Read with individuals or small groups. Use word-line cards, storybooks, or stories from the reader.

#### Activity Sheet 49

Name \_\_\_\_\_

Draw a line between the words that go together.

|        |          |
|--------|----------|
| teach  | bleaches |
| reach  | teaches  |
| bleach | reaches  |

Underline the word that completes each sentence. Then print that word in the blank.

- Steve bleaches the sheets.  
bleach bleaches
- Moe reaches for the cake.  
reach reaches
- She'll teach me to row a boat.  
teach teaches

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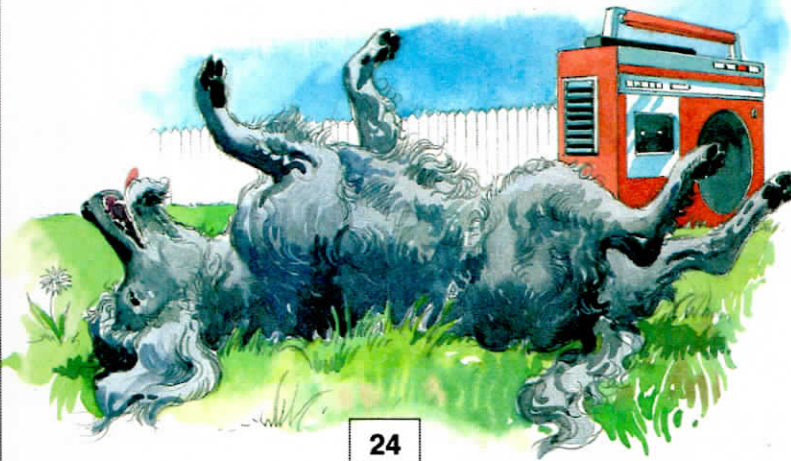


## 2. Reading

### And Hugo

Hugo's a gray poodle. He sleeps. He eats. He hides bones.

Hugo likes music. He hears music, and he rolls over and over.



"And Hugo,"

*The Blue-Pillowed Sky*, page 24

#### Active Reading (10–15 minutes)

1. Have the children recall the last 2 stories. If necessary, remind them that they have met a kitten and a parakeet. Now they'll meet the last animal character: Hugo. Ask what kind of animal they think Hugo might be. Have them look at the picture to find out.

#### Predicting Outcomes

2. Have the children read page 24 paragraph by paragraph, first silently and then aloud. Ask volunteers to retell the story. Ask the children what they think will happen in the last part. (You might need to remind them that Boots and Yo Yo played together.)

## 3. Storytime

---

There is no specific reading assignment. You may, however, wish to read a story or poem of your choice.

## 4. Writing

---

### Independent Writing (15 minutes)

Have the children write for a somewhat longer period today. (No whole-group instruction is planned.) Try to meet with as many children as possible during this period.

### Seminar (10 minutes)

Hold seminar as usual. Assign the next seminar leaders and the Show-and-Tell leaders for lesson 50.

## Looking Ahead

---

1. Duplicate activity sheet 50.
2. Prepare to add sound response cards /ū/ and /y/ to each child's set.
3. If you collected the Letter Response Cards from the students after the getting-acquainted sessions, be ready to give a set to each child for the next phonics warm-up.

# “And Hugo” (continued)

## Materials

Wall Sound Cards: /û/ and /oo/  
 Sound Response Cards: /û/ and /y/  
 Reading Skills Workbook, page 79  
 Activity Sheet 50  
*The Blue-Pillowed Sky*, page 25  
*The Illustrated Treasury of Children's Literature*,  
 pages 83–86

## Skills

### Decoding

/û/ Spelled u\_e and /oo/ Spelled u\_e [I]  
 Blending [P]  
 Initial Consonants [P]

### Comprehension

Drawing Conclusions [P]  
 Using Background Knowledge [P]  
 Predicting Outcomes [P]

### Listening and Speaking

Participating in Discussions [P]

#### Key to Skill Codes

[I] = Introduction

[P] = Practice



# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Letter Response Cards

Have the children use the Letter Response Cards to practice alphabetical order. Ask them to spread out the cards in alphabetical order and to show you each letter you say. (Do this with a number of letters.) Then have them show you the letter that follows each one you say. (Do this with a number of letters.) Keep the drill moving very quickly. If the children seem able, also do the drill with the letter that comes before each one you say.

## New Sounds and Words (10 minutes)

### /ū/ Spelled *u\_e* and /oo/ Spelled *u\_e*

Sound: /ū/

Sound heard in the middle of *fuse*, *cube*, *mule*

Spelling: *u\_e* ("u blank e")

Remind the children that the blank means that a consonant letter goes between the *u* and the *e*.

Wall sound card: Block *U*

Sound /oo/

Sound heard in the middle of *flute*, *rule*, *June*

Spelling: *u\_e* ("u blank e")

Tell the children that sometimes *u\_e* says /oo/ and sometimes it says /ū/. Explain that when they try to read an unfamiliar word with this spelling they may have to try both sounds to see which forms a real word that makes sense in the sentence.

Wall sound card: Hooting Owl

Pronounce the words *Ruth*, *flute*, *mule*, and *use* and ask the children to say which sound, /oo/ or /ū/, they hear in each one.

## Word Lines (10–15 minutes)

### Blending

In line 1, the words contain the /oo/ sound.

In line 2, *tune* and *tube* are pronounced with either sound, depending on the locality. Use the sound most of the children use.

In line 3, the words contain the /ū/ sound.

LR 1. Rū \_ ru\_e ru\_e roo \_  
Rūth rule rude room

WhW 2. *tune* *tube* *flute*

WhW 3. *u\_e* *fuse* *mule* *cute*

Have the children give one another clues for some of the words. Ask them to call on classmates to find, read, and erase each word. Do this for about 6 or 8 words. Have the remaining words read and erased by volunteers.

## Word-Line Sentences (10–15 minutes)

### Blending

1. Hē *usēs* a flute to play a tune.
2. Wē'll ride the slōw mule.
3. Hūgō trīēs to rōll a cube.

Have volunteers read and erase the sentences that answer these questions:

- What will we ride? (We'll ride the slow mule.)  
What does he use? (He uses a flute to play a tune.)

Have a volunteer ask a question that can be answered by the last sentence. (What does Hugo do? Hugo tries to roll a cube.)

## Sound Response Card Drill (10 minutes)

### Initial Consonants

Hand out the yellow card for /ū/ and the gray card for /y/.

GRAY

#### Level 1 drill:

/v/ /y/ /t/ /l/ /h/ /m/ /w/ /b/ /d/ /g/  
/p/

#### Level 2B drill:

winter party hurry try mistake you glide  
behave vacuum dig ladies miller turnip  
hit pretty wish lazy drink vacation beets  
gold you'll wind hill trim pull missed  
lower dish virus blind Gail you've

## Workbook page 79

### Sounds, Spellings, and Words (5 minutes)

#### Reinforcing /ū/ Spelled u\_e and /oo/ Spelled u\_e

1. Ask the children to turn to pages 76 and 78 in order to fill in the u\_e spellings on the Hooting Owl and Block U cards. Review both cards.
2. Have the children complete the top half of page 79. On the first 2 lines, they should trace and copy each word. On the third line, they should write new words with the spelling given. On the last line, they should, again, trace and copy each word.

#### Picture Exercise (5 minutes)

Ask the children to read each word silently and then to underline the words that name the pictures. [moon, yo-yo] Have them write the correct words under the pictures.

### Sounds, Spellings, and Words

mule \_\_\_\_\_ cute \_\_\_\_\_

rule \_\_\_\_\_ rude \_\_\_\_\_

u\_e \_\_\_\_\_ u\_e \_\_\_\_\_

bugle \_\_\_\_\_ truth \_\_\_\_\_

Decoding

#### Picture Exercise



room

soon

moon

moon



you

year

yo-yo

yo-yo

Study and Research

Name \_\_\_\_\_

79

## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 50: Forming and Using Compound Words

**Individual Sound Card Drill—Level 6: Forming Words from Pictures** Demonstrate this new drill to the whole class before having the children work in small groups. A leader shows a set of pictures that make a word. The others say the sounds and then the word. (This is similar to Riddle Me This.) To get the activity started, it will be helpful to draw up a list of sets of pictures that go together to make words. For example: Out of Breath, Block O (*hoe*); Ice Cream, Hooting Owl, Flat Tire (*moose*).

Remember to encourage the children to choose activities from the workshop shelf after they have finished their assigned work. Remind them that they can also read their storybooks after finishing an assignment.

#### Small-Group Instruction

**Remediation** Reread the parts of "Boots . . .," "Yo Yo . . .," and "And Hugo" that were presented in lessons 47–49.

**Outlaw Flash Cards** Drill, using these cards.

**Reading** Read and discuss a storybook.

#### Activity Sheet 50

Name \_\_\_\_\_

Draw a line from each word in the first column to a word in the second column to make compound words. Then print the new words on the blanks. The first one has been done for you.

|       |      |
|-------|------|
| drive | weed |
| sea   | time |
| night | way  |

driveway  
seaweed  
nighttime

Use the compound words to complete the sentences.

- I'll find some seaweed at the beach.
- The bike's by the driveway.
- At nighttime I go to sleep.

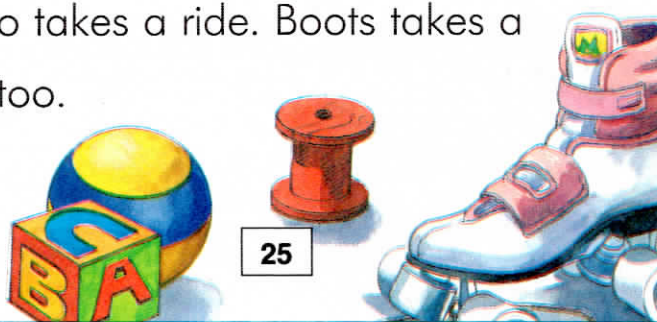
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## 2. Reading

Hugo likes to be loose. He goes to see Boots and Yo Yo. They play. Boots rolls a spool to Hugo. Hugo takes the spool and goes. Boots chases Hugo. Hugo tries to roll a cube. The cube won't roll.

Boots likes to ride. He'll use the roller skate to take a ride. Yo Yo flies to Hugo. He lights near Hugo's ear. Yo Yo takes a ride. Boots takes a ride too.



"And Hugo,"  
*The Blue-Pillowed Sky*, page 25

### Active Reading (5–10 minutes)

#### Drawing Conclusions

1. Have each paragraph read silently; then call on volunteers to read aloud. Have the children retell what happened. Be sure that everyone understands the meaning of *lights* in the second paragraph.
2. Ask why Hugo likes to be loose. Could he have visited Boots and Yo Yo if he weren't loose?

#### Using Background Knowledge

3. Ask the children if they'd expect a kitten, a bird, and a dog to play together. How would they describe the 3 animals?
4. If there is time, have the entire story reread. Ask the children to recall their favorite parts. Suggest that playful animals might be a good writing topic.

## 3. Storytime

"Drakestail,"

Anthology pages 83–86 (10 minutes)

Tell the children that you're going to read a story about a little duck who lent some money to the king and is on a journey to the king to get it back.

### Predicting Outcomes

Read the first part of the story, which has repetitive episodes. The children should be able to predict what will happen to each friend Drakestail meets. On page 86, stop reading at the end of the paragraph beginning, "Finally they rushed at him . . ."

Let the children retell what happened to Drakestail when he got to the king's palace. Then ask what they think will happen to him in the rest of the story.

## 4. Writing

Independent Writing (20 minutes)

### Choosing a Topic

#### Participating in Discussions

**Show and Tell** Let the leaders conduct the session. After each one talks, remind him or her to call on classmates for comments and questions. Model questions and comments if no one in the class has anything to add.

Remember to relate the oral presentations to writing. Ask the children whether they would like to write about what was presented.

Have the children write independently, as usual. Hold conferences with as many as possible.

## 5. Extending the Lesson

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### Homework

---

Recall the part of the "Drakestail" that you read aloud during storytime. Ask the children whether Drakestail could really have done all the things the story said he did. Then, for homework, ask them to write one sentence about something Drakestail did that was make-believe and another about something he did that could really happen. Ask them to bring their sentences to class for the next lesson.

## Looking Ahead

---

1. Duplicate activity sheet 51.
2. Prepare to have on hand library books, storybooks, and other stories for the children to read during the lesson 51 workshop.
3. Be prepared to hand out copies of the storybooks *Where's Miles?* and *A Golden Zoo* in lesson 51.
4. Prepare a sample story with errors in spelling, end-of-sentence punctuation, spacing, and capitalization. Write the story on the chalkboard or on a transparency for lesson 51.



# “Peek-a-boo”

## Materials

Reading Skills Workbook, page 80  
 Activity Sheet 51  
*The Blue-Pillowed Sky*, pages 26–27  
 Storybook *Where’s Miles?*  
 Storybook *A Golden Zoo*  
*The Illustrated Treasury of Children’s Literature*,  
 pages 86–88

## Skills

### Decoding

Sight Words [P]  
 Blending [P]

### Study and Research

Test-Taking Techniques: Testing Formats [P]

### Listening and Speaking

Reading Fluently and Expressively [P]

### Comprehension

Predicting Outcomes [P]

### Writing

Final Proofreading [P]

#### Key to Skill Codes

[I] = Introduction      [P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Riddle Me This

Croaking Frogs, Hooting Owl, Flat Tire: *goose*  
Sticky Mess, Block E, Roaring Lion: *year*  
Frightened Cat, Hooting Owl, Knocking on the Door: *food*  
Cracking Nut, Block O, Ticking Clock: *coat*  
Ice Cream, Block U, Mixer: *mule*

## Word Lines (10–15 minutes)

### Sight Words

Follow the usual procedures for introducing the outlaw words, *to* and *two* in line 1 and the words in line 4. Clarify the meanings of the words in line 1 with illustrative sentences. For example: *I'll go to school. These shoes are too big for me. I ate two hot dogs for lunch.*

### Blending

In line 3, the *e* in *goose* and *moose* should be written in the consonant color, because it is silent in these words.

WhW 1. to too two

WhW 2. open close

WhW 3. blom broom goose moose

4. where there of Mr. Mrs.

For review, have a Race to Erase. Maximize participation by asking a volunteer to read the words and pick 2 children to race to erase.

## Word-Line Sentences (10–15 minutes)

### Blending

In sentence 3, point out that *where's* is a contraction of *where is*. Also note the compound word *toothpaste*. Remind the children about the question mark at the end of the asking sentence.

1. He'll use the broom to sweep the room.
2. I'm afraid to be alone.
3. Where's the tube of toothpaste?

Have volunteers read and erase the sentences.

## Workbook page 80

### Dictation (10–15 minutes)

Line 1: /y/ /d/ /g/ /f/

Line 2 (end):

too (ō) go (ō) grow (ōw) gray (ay)

Line 3: zoo soon

Line 4: fuse show

Line 5: Feel my tooth.

### Multiple-Choice Exercise (10–15 minutes)

#### Test-Taking Techniques: Testing Formats

1. Have several children read the words in each box and use them in sentences.
2. Have the children mark the words as indicated.

#### Row A

Box 1: Mark the word *yours*.

Box 2: Mark the word *you're*.

Box 3: Mark the word *geese*.

#### Row B

Box 1: Wedding rings are usually made of \_\_\_\_\_.  
(gold)

Box 2: When there's going to be a thunderstorm, the sky gets dark and looks \_\_\_\_\_.  
(gray)

Box 3: Which of these words means "to get bigger"?  
(grow)

### Dictation

y \_ d \_ g \_ f \_  
ō ō ōw ay  
zoo soon  
fuse show  
Feel my tooth.

### Multiple-Choice Exercise

|   |                                        |                                         |                                        |
|---|----------------------------------------|-----------------------------------------|----------------------------------------|
| A | <input type="radio"/> you              | <input type="radio"/> you'll            | <input type="radio"/> loose            |
|   | <input type="radio"/> your             | <input checked="" type="radio"/> you're | <input type="radio"/> goose            |
|   | <input checked="" type="radio"/> yours | <input type="radio"/> you've            | <input checked="" type="radio"/> geese |
| B | <input type="radio"/> sold             | <input type="radio"/> stray             | <input type="radio"/> green            |
|   | <input type="radio"/> hold             | <input checked="" type="radio"/> gray   | <input checked="" type="radio"/> grow  |
|   | <input checked="" type="radio"/> gold  | <input type="radio"/> grains            | <input type="radio"/> glide            |



## Workshop and Remediation

**Practice Activities: (30 minutes)**

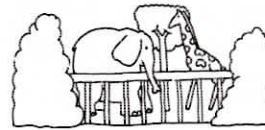
### Activity Sheet 51: Writing /oo/ Words to Name Pictures

**Special Reading Workshop** After the children complete their activity sheets, hold a reading workshop. Everyone, including you, should read a book. Suggest that the children read a storybook, a library book, or stories from the reader.

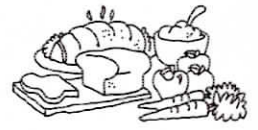
### Activity Sheet 51

Name \_\_\_\_\_

Print an oo word to name each picture.



zoo



food



moon



tooth



boot



spoon

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## 2. Reading

"Peek-a-boo,"

*The Blue-Pillowed Sky*, pages 26–27

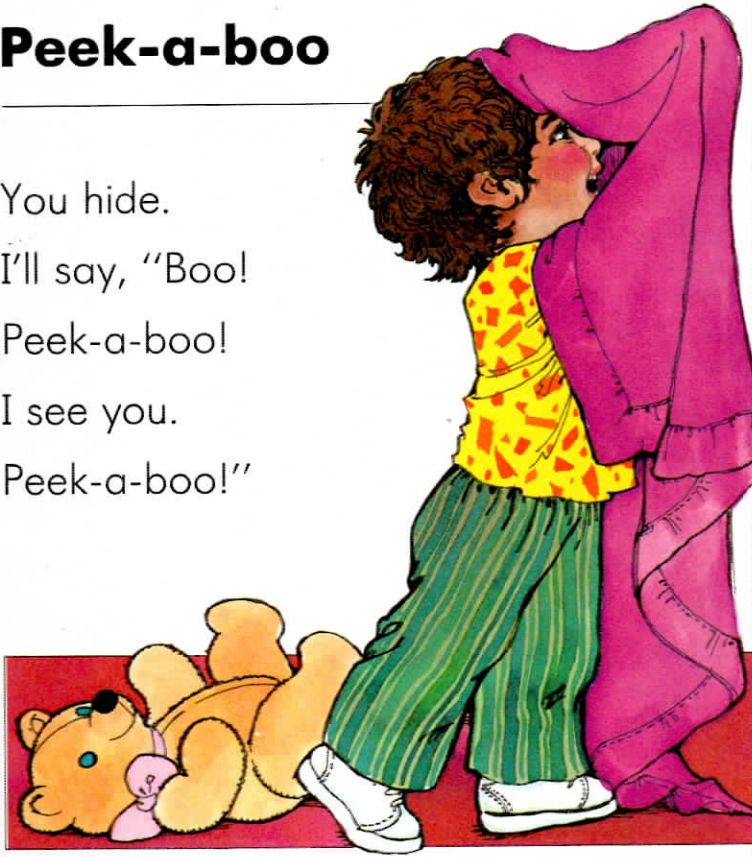
Active Reading (5–10 minutes)

### Reading Fluently and Expressively

Read the poem to the class. Then have the children read it aloud in unison. Call on individuals to read it aloud.

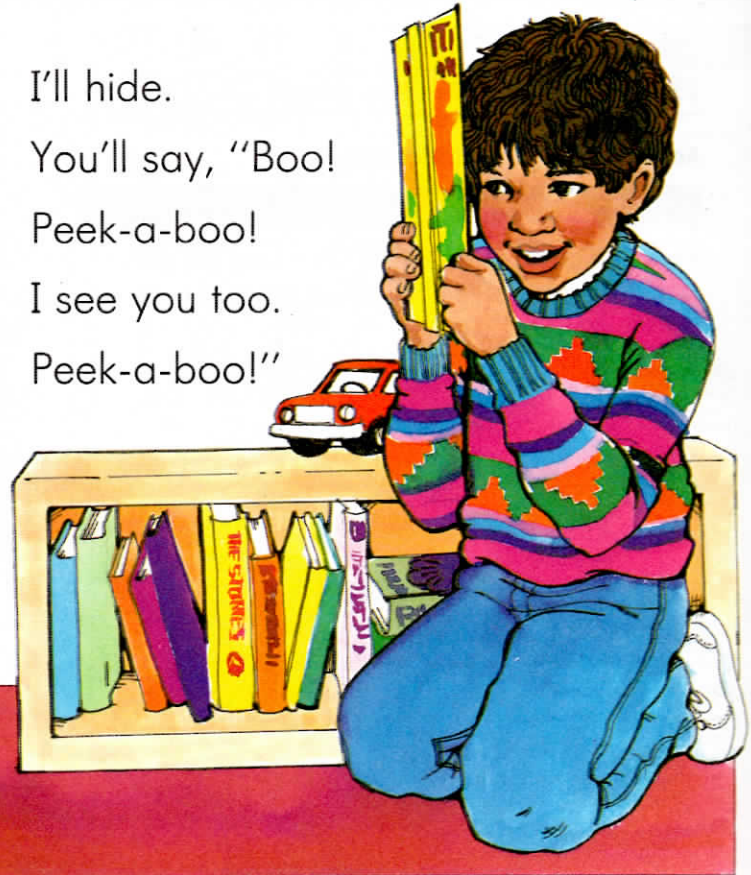
## Peek-a-boo

You hide.  
I'll say, "Boo!"  
Peek-a-boo!  
I see you.  
Peek-a-boo!"



26

I'll hide.  
You'll say, "Boo!"  
Peek-a-boo!  
I see you too.  
Peek-a-boo!"



27



## Introducing Storybooks (10–15 minutes)

Distribute the 2 new storybooks, *Where's Miles?* and *A Golden Zoo*. Have pairs of children share the 2 books so that everyone can see each one as you introduce it. Tell the children that they will eventually be reading both books.



### Where's Miles?

Hold up the book *Where's Miles?* and say its title.

Give the children 2 or 3 minutes to look through the first few pages. Tell them that they may not want to look at the whole book, because they don't want to ruin the story.

Ask the children what they think the book is about.

Present the words *oh* and *somewhere* at the board. Both are outlaws.

As background, you may want to provide this information: Miles is Susan's younger brother, and she sometimes gets impatient with him. Sue has a friend visiting and she doesn't want Miles bothering them. Have the children relate their own experiences either with or as younger brothers and sisters. (Suggest that this might be a good writing topic.)



### A Golden Zoo

Introduce this storybook as you did the other one. Tell the children that it contains many rhyming words and that in it the animals at the zoo do strange things.

Everyone should now be ready to start reading. You might ask the 2 children who are sharing a pair of books to decide which each will read for the next week; after that, they should exchange books so they will both get to read both stories. Or you might prefer to assign the books to specific children, since *Where's Miles?* is much more difficult than *A Golden Zoo*.

## 3. Storytime

---

"Drakestail,"

Anthology pages 86–88 (10 minutes)

---

### Predicting Outcomes

Retell the first part of the story or have the children do so. As you go on reading, encourage the children to predict the action on the basis of repetition. Be sure they understand what happens to Drakestail at the end of the story.

## 4. Writing

---

Writing Skills (10 minutes)

---

### Final Proofreading

Either on the board or on the overhead, show the sample story to be proofread. Ask the children to find errors in spelling, end-of-sentence punctuation, spacing, and capitalization. Together, circle and correct the errors. Tell the children that after they find and correct errors in their stories, they can rewrite the stories so that others can read them more easily.

---

**Teaching Tip** Be sure the children understand that you will help them find and correct their errors. They would be overwhelmed and defeated if they felt that they had to be responsible for finding and correcting all their errors. These exercises are to help them begin to take responsibility for editing their own stories.

---

**Independent Writing** (10–15 minutes)

---

Have the children write as usual, while you hold individual conferences.

## 5. Extending the Lesson

---

### Homework

---

Ask the children to take out the homework assigned the day before. Call on volunteers to read the 2 sentences they wrote about Drakestail. Let the rest of the class decide if one of the sentences in each pair tells about a make-believe thing that Drakestail did and the other about something that he could really do. Then discuss some of the realistic and make-believe things that Drakestail did in the part of the story you read today.

## Looking Ahead

---

1. Duplicate activity sheet 52.
2. Prepare 20 tokens for the children to use with the Vowel Wheels mat game, which will be introduced in lesson 52.
3. Word List 5 will be introduced in lesson 52.



# “A Note”

## Materials

Wall Sound Cards: /ū/ and /ōō/  
 Reading Skills Workbook, page 81  
 Activity Sheet 52  
 Game Mat: Vowel Wheels  
 Word List 5  
*The Blue-Pillowed Sky*, page 28  
*The Illustrated Treasury of Children's Literature*,  
 pages 83–88

## Skills

### Decoding

/ū/ Spelled *\_ew* and /ōō/ Spelled *\_ew* [I]  
 Blending [P]  
 Final Consonants [P]

### Comprehension

Using Background Knowledge [P]

### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Outlaw Flash Cards

Review the outlaw words by using the Outlaw Flash Cards. Vary the drill by calling for whole-group responses, girls only, boys only, and so on.

## New Sounds and Words (10 minutes)

### /ū/ Spelled ew and /ōō/ Spelled ew

Sound: /ū/

Sound heard at the end of *few*, *curfew*, *new*

Spelling: ew ("blank ew")

Remind the children that the blank means that the spelling usually occurs at the end of a word.

Wall sound card: Block U

Sound: /ōō/

Sound heard at the end of *grew*, *blew*, *stew*

Spelling: ew ("blank ew")

Wall sound card: Hooting Owl

## Word Lines (10–15 minutes)

### Blending

In lines 2 and 3, contrast the tense of the pairs of words by using the words in illustrative sentences. For example: Last year carrots *grew* in the garden. Lettuce and radishes *grow* there now. Bill *threw* the ball and Pat caught it. *Throw* the ball to me now. She made a wish and *blew* out the candles. *Blow* the candles out before you make a wish. The birds *flew* south last fall. Watch the birds *fly* in the sky. We suggest that you do not discuss verb tenses with first-graders.

WhW 1. *few* *new* *news* *drew*

WhW 2. *grew* *threw* *blew* *flew*

WhW 3. *grōw* *thrōw* *blōw* *flȳ*

Have the children give one another clues to erase the words.



## Word-Line Sentences (10 minutes)

### Blending

1. You'll eat a bōwl of beef stew.
2. Someone threw āway mȳ new bōōts.
3. Dale drew a green line.

Have volunteers read and erase the sentences that answer these questions:

What did Dale do? (Dale drew a green line.)

What did someone do? (Someone threw away my new boots.)

Have a volunteer ask a question that can be answered by the first sentence. (What will I eat? You'll eat a bowl of beef stew.)

## Sound Response Card Drill (10 minutes)

### Final Consonants

#### ORANGE

##### Level 1 drill:

/t/ /z/ /s/ /f/ /th/ /n/

##### Level 2E drill:

even stuff clear broth freeze yourself  
ease yes bless himself worth roar cliff  
rain dress

##### Level 3E drill:

beneath rose with hose fuse

## Workbook page 81

### Sounds, Spellings, and Words (5–7 minutes)

#### Reinforcing /ū/ Spelled ew and /ōō/ Spelled ew

1. Ask the children to turn to pages 76 and 78 and fill in the ew spellings on the 2 cards. Review both cards.
2. On page 81, have the children trace and copy the words in the first 2 lines and spell words with the given spelling patterns in the third line.

### Picture Exercise (5 minutes)

Have the children silently mark the words that correspond to the pictures. [mule, food] Then have them write the correct words in the blanks.

#### Sounds, Spellings, and Words

few      chew

stew      threw

ew      oo      ue

#### Picture Exercise



rule

mule

fool

mule



room

use

food

food

Name \_\_\_\_\_

81



## Activity Sheet 52

Name \_\_\_\_\_

Copy the sentence that goes with the picture.



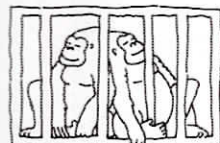
We see a few lions.  
The lion chews some meat.  
We hear the lion roar.

We hear the lion roar.



He'll try the beets.  
He eats the meat.  
He likes the pie.

He likes the pie.



The apes sleep.  
The apes play near the trees.  
The apes eat.

The apes sleep.

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## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 52: Matching Sentences to Pictures

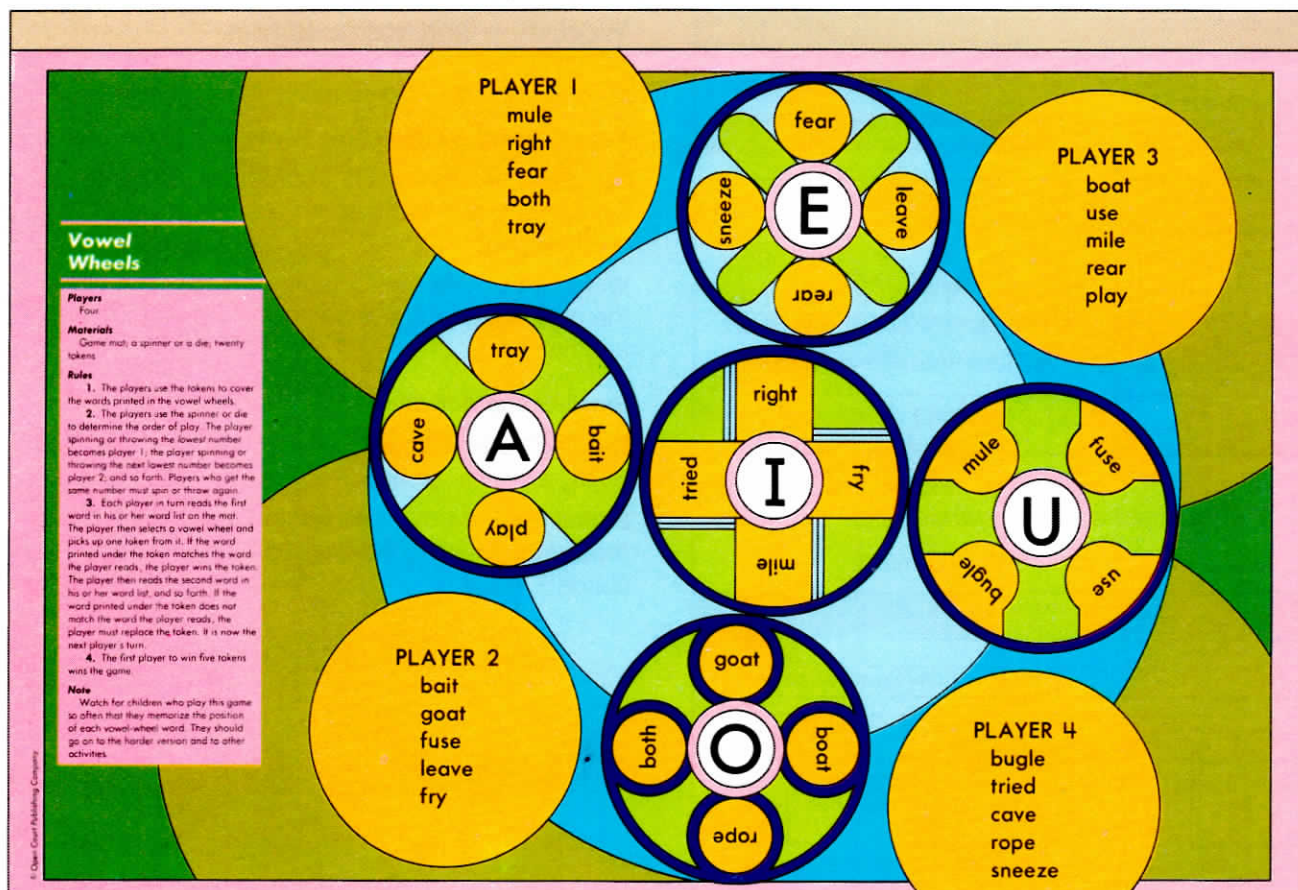
**Game Mat: Vowel Wheels** Introduce the game to the whole class and then let a small group of children play.

**Word List 5** After introducing this new list, have the children practice reading the words to one another.

### Small-Group Activities

**Reading Reread** "Boots . . .," "Yo Yo . . .," and "And Hugo" with small groups.

**Sound Flash Cards** Drill using Sound Flash Cards, Individual Sound Cards, and/or Outlaw Flash Cards.



## Vowel Wheels

### Players

Four

### Materials

Game mat; a spinner or a die; twenty tokens

### Rules

1. The players use the tokens to cover the words printed in the vowel wheels.
2. The players use the spinner or die to determine the order of play. The player spinning or throwing the *lowest* number becomes player 1; the player spinning or throwing the next lowest number becomes player 2; and so forth. Players who get the same number must spin or throw again.

3. Each player in turn reads the first word in his or her word list on the mat. The player then selects a vowel wheel and picks up one token from it. If the word printed under the token matches the word the player read, the player wins the token. The player then reads the second word in his or her word list, and so forth. If the word printed under the token does *not* match the word the player read, the player must replace the token. It is now the next player's turn.
4. The first player to win five tokens wins the game.

**Note:** Watch for children who play this game so often that they memorize the position of each vowel wheel word. They should go on to the harder version and to other activities.

## 2. Reading

"A Note,"

*The Blue-Pillowed Sky*, page 28

**Active Reading (10–15 minutes)**

### Using Background Knowledge

1. Ask the children what kinds of things they might do to cheer up someone who is home sick. Tell them that in this story Miss Day is home and Dale wants to do something for her.
2. Have the children read the title of the story, "A Note." Ask what they think Dale is going to do for Miss Day. Say that they will find out for sure when they read the story.
3. Introduce the words *Miss Day*. The children have not had the word *Miss* yet. If you prefer, introduce *Miss* as an outlaw word.
4. Have the children read silently; then call on volunteers to read aloud. Have someone retell the story.
5. Ask who Miss Day might be. [a friend, a teacher] Ask the children to suggest what will happen next.

## A Note

"I'll make a note to take to Miss Day," says Dale. "She's home today."

Dale drew a green line. He drew more green lines and a few leaves. He painted the leaves green.

"Here, Sue, read my note, please," says Dale.

"The note's fine," says Sue.  
"The note needs roses and a sky. I'll make the roses gold. I'll glue the



## 3. Storytime

---

"Drakestail,"

Anthology pages 83–88 (10 minutes)

Have the children recall their favorite episodes of the story. Reread these parts to the class. Allow the children to comment freely.

## 4. Writing

---

Seminar (20 minutes)

Use the entire writing period for seminar. Have as many children as possible share their stories with the group. Continue to model appropriate comments and questions.

## Looking Ahead

---

Duplicate activity sheet 53.

# “A Note” (continued)

## Materials

Wall Sound Card: /oo/

Reading Skills Workbook, page 82

Activity Sheet 53

Game Mat: Harder Vowel Wheels

*The Blue-Pillowed Sky*, page 29

*The Illustrated Treasury of Children's Literature*,  
page 94

## Skills

### Decoding

/oo/ Spelled *ue* [I]

Blending [P]

### Study and Research

Test-Taking Techniques: Testing Formats [P]

### Word Meaning

Using Context Clues: Cloze [P]

### Comprehension

Drawing Conclusions [P]

### Literature

Genres: Fable [I]

Author's Purpose: To Teach a Moral [I]

### Writing

Evaluating and Revising [P]

#### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Wall Sound Card Drill

Point to a spelling on a wall sound card. After the children name the spelling and say its sound, ask someone to say a word using that spelling. Then ask someone else to spell the word.

## New Sounds and Words (10 minutes)

### /oo/ Spelled ue

Sound: /oo/

Spelling: ue ("blank ue")

Wall sound card: Hooting Owl  
(Review the card and all the spellings.)

## Word Lines (10–15 minutes)

### Blending

WhW 1. true glue due blue

WhW 2. Tuesday Monday Friday Sunday

WhW 3. one two three four

WhW 4. five seven eight nine

Let the children give one another clues to read and erase the words.

## Word-Line Sentences (10 minutes)

### Blending

1. "I'll glue the roses near the leaves," says Sue.
2. Tuesday we'll go to the zoo.
3. Lew flew a blue and green kite.

Have volunteers read and erase the sentences.



## Workbook page 82

### Sounds, Spellings, and Words (5 minutes)

#### Reinforcing /oo/ Spelled \_ue

1. Have the children turn to page 76 and fill in the \_ue spelling. Review the Hooting Owl wall sound card.
2. Ask the children to read, trace, and copy the 2 words at the top of page 82.

#### Sounds, Spellings, and Words

true glue

#### Multiple-Choice Exercise

- |                                         |                                       |                                        |
|-----------------------------------------|---------------------------------------|----------------------------------------|
| <input checked="" type="radio"/> fooled | <input type="radio"/> use             | <input type="radio"/> able             |
| <input type="radio"/> ruled             | <input type="radio"/> used            | <input type="radio"/> eagle            |
| <input type="radio"/> food              | <input checked="" type="radio"/> fuse | <input checked="" type="radio"/> bugle |

#### Dictation

b v y g  
u\_e oo i\_e a\_e  
grow grew  
able rule  
She used a hose.

### Multiple-Choice Exercise (5–7 minutes)

#### Test-Taking Techniques: Testing Formats

Have a volunteer read the words in each box and provide an informal definition for each one. Ask everyone to mark each word that fits the clue. Use either the children's definitions or the clues offered here.

#### Using Context Clues: Cloze

- Box 1:** If someone plays a trick on you, you might say, "I've been \_\_\_\_\_." (*fooled*)
- Box 2:** If you plug in too many things at once, the lights sometimes go out because you have blown a \_\_\_\_\_. (*fuse*)
- Box 3:** What word names a musical instrument? (*bugle*)

### Dictation (10–15 minutes)

#### Line 1:

/b/ /v/ /y/ /g/

#### Line 2 (middle):

fuse (u\_e) moon (oo) time (i\_e) wave (a\_e)

#### Line 3:

grow grew

#### Line 4:

able rule

#### Line 5:

She used a hose.

### Activity Sheet 53

Name \_\_\_\_\_

Draw a line from each word in the first column to a word in the second column to make compound words. Then print the new words on the blanks.

to dream

day by

near day

today

daydream

nearby

Use the compound words to complete the sentences.

1. The store's nearby.

2. We'll go to the beach today.

3. I like to daydream.

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## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 53: Forming and Using Compound Words

**Game Mat: Harder Vowel Wheels** Introduce this game before adding it to the workshop shelf. Except for using more difficult words, it is played the same way as Vowel Wheels, which was introduced in lesson 52.

#### Small-Group Instruction

**Spelling Patterns** Write the spelling patterns for /ū/ and /ōō/ on the board. Dictate words and have volunteers fill in the patterns.

**Word List 5** Begin testing individuals on this list.

**Story Sequence** Preteach the last part of "A Note," the reading selection for this lesson.

**Reading** Read and discuss a storybook.

### Harder Vowel Wheels

**Players**  
Four

**Materials**  
Game mat, a spinner or a die; twenty tokens

**Rules**

1. The players use the tokens to cover the words printed in the vowel wheels.
2. The players use the spinner or die to determine the order of play. The player spinning or throwing the lowest number becomes player 1; the player spinning or throwing the next lowest number becomes player 2, and so forth. Players who get the same number must spin or throw again.
3. Each player in turn reads the first word in his or her word list on the mat. The player then selects a vowel wheel and picks up one token from it. If the word printed under the token matches the word the player reads, the player wins the token. The player then reads the second word in his or her word list, and so forth. If the word printed under the token does not match the word the player reads, the player must replace the token. It is now the next player's turn.
4. The first player to win five tokens wins the game.

**Note**  
Watch for children who play this game so often that they memorize the position of each vowel-wheel word. They should go on to other activities.

**PLAYER 1**  
table  
beagle  
fright  
loose  
throw

**PLAYER 3**  
lined  
tune  
grains  
stream  
those

**PLAYER 2**  
truth  
nighttime  
between  
board  
blaze

**PLAYER 4**  
goes  
beneath  
firelight  
shame  
tool

## Harder Vowel Wheels



## 2. Reading

roses near the leaves. You paint the sky blue."

Soon they take the note to Miss Day. She opens the note and reads.



Miss Day smiles.  
She likes the note.

"A Note,"

*The Blue-Pillowed Sky*, page 29

### Active Reading (5–10 minutes)

1. After the children read the first 2 paragraphs silently, call on volunteers to read aloud. Have the story retold to this point. Ask the children to read the rest of the story in a similar fashion.

### Drawing Conclusions

2. Ask why Dale showed the note to Sue. [He wanted her help, opinion.]
3. Ask how Miss Day felt when she got the note. Have the children read the part of the story that helps them answer. [Miss Day smiles. She likes the note.]
4. Ask the children how they think Dale and Sue feel about Miss Day. Have them justify their answers. [They cared about her, and that's why they sent her a note telling her to get well.]

**Teaching Tip** The children might enjoy writing notes to friends, family, or teachers during independent writing.

## 3. Storytime

"The Shepherd Boy and the Wolf,"  
Anthology page 94 (10 minutes)

### Genres: Fable

Begin by telling the children that you are going to read a special kind of story called a fable. Explain that a fable is a story that teaches a lesson and usually has animal characters.

### Author's Purpose: To Teach a Moral

Read the story, allowing the children to comment freely afterward. (You may want to simplify the wording of the moral for the children.) Tell them that many people use the expression "crying wolf" to describe somebody who behaves like the shepherd boy. Try to relate the fable's moral to real-life situations. (For example, pretending to be sick so often that no one believes you when you really are sick.)

## 4. Writing

Writing Skills (10 minutes)

### Reading Over Stories

#### Evaluating and Revising

Tell the children that there are a number of reasons why they need to read over their stories as they write and after they finish. Ask what some reasons might be. Be sure that these are included in the discussion:

1. To proofread for spelling, punctuation, capitalization, and spacing errors so that others can read the story easily.
2. To see whether they've left out any words by mistake.
3. To see whether what they have written makes sense.
4. To help them decide what to write next, if they have finished.

Stress the last 3 reasons, since you have already spent a good deal of time discussing proofreading.

Independent Writing (10 minutes)

Hold conferences with individuals while the others write. Encourage the children to meet with you to read over their stories. Also encourage them to read over their stories with partners.

**Teaching Tip** Reading over stories is an important first step before publishing stories, which begins formally in the 1:2 level. Let the children read over and correct their stories and then post the stories, or else provide a place for the children to read their stories to one another. It is important to develop a sense of audience both for listening to and for reading each other's written work.

## 5. Extending the Lesson

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### Homework

---

Write these words on the board: *I, you, sky, sheep, grass, spoon, food, like, use, see, eat, blue, green, the, a, to.*

Have the children copy the words on a sheet of paper. Ask them to use as many of the words as they can to write 3 sentences. They should bring their sentences to class for the next lesson.

## Looking Ahead

---

1. Duplicate activity sheet 54.
2. Prepare stories to read over with the class in lesson 54. Find or make up stories that have errors of mechanics as well as content.



# “New Boots”

## Materials

Reading Skills Workbook, page 83

Activity Sheet 54

*The Blue-Pillowed Sky*, page 30

*The Illustrated Treasury of Children's Literature*,  
page 152

## Skills

### Decoding

Sight Words [P]

Blending [P]

Medial Vowels [P]

### Study and Research

Test-Taking Techniques: Testing Formats [P]

### Listening and Speaking

Reading Fluently and Expressively [P]

### Literature

Genres: Fable [P]

Author's Purpose: To Teach a Moral [P]

### Writing

Evaluating and Revising [P]

#### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Outlaw Flash Cards

Hold a drill or team game to review the outlaw words. Call for both group and individual responses.

### Sound Flash Cards

Hold a drill or a team game to review the spellings introduced so far.

## Word Lines (10 minutes)

### Sight Words

In lines 1 and 2, contrast the uses of the words through illustrative sentences. In line 4, *them* is introduced as an outlaw word, because the children have not yet had the short e spelling.

### Blending

WhW 1. choose chose chose

WhW 2. steal stole stolen

WhW 3. or roar store chore

4. them

Let the children give one another clues to read and erase some of the words. Have the remaining words read and erased, or play Race to Erase.

## Word-Line Sentences (10 minutes)

### Blending

1. I've chosen the blue coat.
2. Mrs. Stone gave them some cake.
3. My new boots feel too tight.

Have volunteers ask questions that can be answered by the sentences. (What have you chosen? I've chosen the blue coat. What did Mrs. Stone give them? Mrs. Stone gave them some cake. How do your new boots feel? My new boots feel too tight.) Ask others to read and then erase the sentences. Give help as needed.

## Sound Response Card Drill (10 minutes)

### Medial Vowels

### YELLOW AND BLUE

#### Level 1:

/ē/ /ō/ /oo/ /ū/ /ī/ /ā/

#### Level 2M:

|      |       |      |       |       |       |      |
|------|-------|------|-------|-------|-------|------|
| beat | gain  | noon | mule  | rude  | hide  | hope |
| fuse | stool | boat | green | light | stale | tune |

#### Level 3M:

goat bugle bite rule cute snail noon

## Workbook page 83

### Picture Exercise (5 minutes)

Ask the children to read each word silently and then to underline the words that name the pictures. [*rain, nail*] Have them write the words under the pictures.

### Multiple-Choice Exercise (5–10 minutes)

#### Test-Taking Techniques: Testing Formats

Have volunteers read the words in each box and give their meanings. Ask everyone to mark the following words.

#### Row A

- Box 1: Which of these words is *fly*?  
 Box 2: Which of these words is *grew*?  
 Box 3: Which of these words is *threw*?

#### Row B

- Box 1: Which of these words is *stewed*?  
 Box 2: Which of these words is *seem*?  
 Box 3: Which of these words is *weeded*?

#### Picture Exercise



rain

train

vain



sail

Gail

nail

rain

nail

#### Multiple-Choice Exercise

A

☒ fly

☐ flies

☐ flew

☐ grow

☐ grows

☒ grew

☐ throw

☐ throws

☒ threw

B

☐ stew

☐ stews

☒ stewed

☒ seem

☐ seems

☐ seemed

☐ weed

☐ weeds

☒ weeded

Name \_\_\_\_\_

83



## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 54: Using Outlaw Words

**Free Choice** Let the children choose previously introduced workshop activities. Suggest games, reading a storybook, and using flash cards, word-line cards, and word-line sentence cards.

No small-group activities are suggested for this lesson. Instead, circulate during the workshop period, meeting with individuals, participating in games, and so forth.

#### Activity Sheet 54

Name - \_\_\_\_\_

Complete each sentence with a word from the word list.

Your Does You Yes You'll

1. Your coat's here.
2. You'll be home soon.
3. You may go to the zoo.
4. Does your tooth feel loose?
5. Yes, my tooth feels loose.

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## 2. Reading

"New Boots,"  
*The Blue-Pillowed Sky*, page 30

Active Reading (10 minutes)

Reading Fluently and Expressively

After reading the poem "New Boots" to the class, let the children read it several times in unison. Have them identify the rhyming words. Then call on individuals to read the poem aloud.

### New Boots

My boots are new—

One's green,

One's blue.

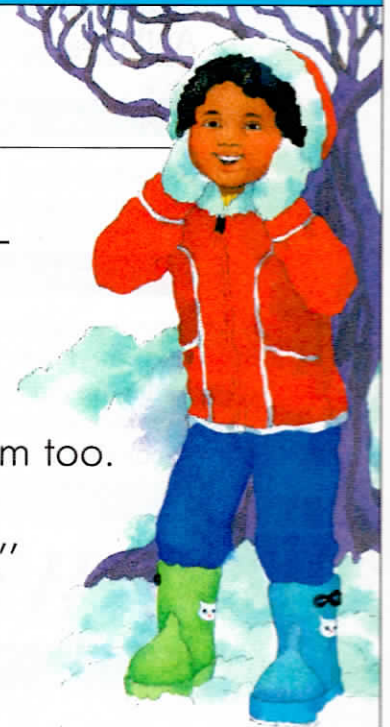
You say you like them too.

"Take them, please,"

I say.

"Don't freeze.

I've more at home like these."



30

## 3. Storytime

---

"The Lioness,"

Anthology page 152 (10 minutes)

---

### Genres: Fable

Tell the children that you are going to read them another fable. Help them recall what a fable is.

### Author's Purpose: To Teach a Moral

Allow the children to comment freely after you read. Then call on a volunteer to retell the story. Relate the moral to real-life experiences. The children should easily think of occasions where quality is more important than quantity.

## 4. Writing

---

### Writing Skills (10 minutes)

---

#### Evaluating and Revising

Review with the children some of the reasons for reading over their stories, in addition to the proof-reading function.

Put some of the children's stories on the board or overhead. Read them and discuss changes that can or need to be made. Pay particular attention to content.

### Seminar (10 minutes)

---

Use this seminar as a reading-it-over time for the group. Have as many children as possible read their stories and look for the kinds of content errors discussed in lesson 53.

Assign Show and Tell leaders for lesson 55.



## 5. Extending the Lesson

---

### Writing Poetry

Let the children try to write poems like "New Boots." Give help if necessary. Then call on volunteers to read their poems aloud.

### Homework

---

After the children take out the sentences they wrote, ask them to read over their work silently and look for and correct mistakes in capitalization and punctuation. Then call on volunteers to read their sentences aloud. Let the rest of the class decide whether the right words were used in the sentences and whether the sentences make sense. Collect the papers.

## Looking Ahead

---

Duplicate activity sheet 55.

# “Rainy Day”

## Materials

Wall Sound Card: Block E  
 Reading Skills Workbook, page 84  
 Activity Sheet 55  
*The Blue-Pillowed Sky*, page 31  
*The Illustrated Treasury of Children's Literature*,  
 page 123

## Skills

### Decoding

/ē/ Spelled —y and —i [I]  
 Blending [P]

### Structural Analysis

Inflectional Endings [P]

### Comprehension

Using Background Knowledge [P]  
 Classifying Information [P]

### Listening and Speaking

Reading Fluently and Expressively [P]  
 Participating in Recitations [P]  
 Participating in Discussions [P]

#### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Wall Sound Card Drill

Stand where the children cannot see the wall sound cards when they look at you. Name several cards and have the children say the sounds for each one.

## New Sounds and Words (15 minutes)

### /ē/ Spelled y and i

Because the presentation of these 2 spellings for /ē/ is somewhat complicated, we suggest that you follow the steps outlined below, rather than the usual ones for introducing new spellings.

1. Review the spellings that the children know on the Block E card: "e mark," "double e," "e blank e," and "ea."
2. Review the difference between 1-syllable words and 2-syllable words. (This distinction will help you introduce the spelling y and discuss the difference between it and the spelling i on the Block I card. Say:

Many of the words you have been reading and writing have had only 1 part, like the word *sea* and the word *weed*. Sometimes you have read longer words like *seaweed*. How many parts does *seaweed* have? [2] Now listen to some other words you know. I'm going to say each word twice. The first time, just listen. The second time, clap as I say each part: *alone*, *away*, *folded*. (Separate the syllables slightly if the children have trouble hearing the 2 parts.)

Now I'm going to mix in words that have only 1 part. Listen carefully, and clap the parts with me: *rain*, *rainy*, *shade*, *shady*, *safe*, *safety*, *real*, *really*, *near*, *nearly*, *wise*, *wisely*, *brave*, *bravely*, *greed*, *greedy*. (The arrangement of the 2-syllable words—with the derivatives following the root words—is intended to help the children become informally aware of their structure.)

3. Repeat the words *rainy*, *shady*, *bravely*, and *greedy*. Ask the children to say the sound they hear at the end of each word. When they say /ē/, point to the new spelling y on the Block E card. Tell them that many words end with this "blank y" spelling of the sound /ē/. Ask how many syllables they heard in the words with the "blank y" spelling. [2]

The spelling for the sound at the end of *baby* is included on the Block E wall sound card even though, unlike the other /ē/ spellings, it occurs in unaccented syllables; in addition, its pronunciation varies a good deal in different parts of the country. If the children do not say or hear the /ē/ sound at the end of *baby* when they say the word, don't try to change their pronunciation of the word or their perception of the sound. Just explain that the spelling y appears on the Block E card because many people say it that way, but that you and they will just remember it as the way to spell the sound at the end of *baby*.

4. Ask whether anyone remembers another wall sound card that shows y at the end of words. Point out the "blank y mark" spelling on the Block I card. Then ask the children to tell you the number of syllables in these words, which end in "blank y mark": *my*, *by*, *fly*, *try*, and *fry*. Explain that the "blank y mark" spelling often comes at the end of 1-syllable words.



5. Say the following words. Have the children clap to tell you how many syllables each word has and then tell you the sound they heard at the end of each: *my, baby, fly, fry, rainy, shiny, greedy, try, by, fairy, navy, story*.

Make the following generalization for the children: "When you see a new word that ends in *y* and has only 1 part, you will often find that the *y* is pronounced /ī/. When you see a new word that ends in *y* and has 2 parts, you will often find that the *y* is pronounced /ē/. (This distinction, though not always applicable, will help the children with most of the level 1:1 words that end in *y*.) Point out the longer blank before the *—y* spelling on the *E* card as another reminder of the difference.

### Inflectional Endings

6. Now point to the spelling *—i—* on the Block *E* Wall Sound Card. Name it "blank two-dot *i* blank." With the children, sound and blend the words *baby* and *ruby* on the board. Under them, sound and blend the words *babies* and *rubies*. Say:

You know that *y* often comes at the end of words. That's why there's a blank in front of it in the spelling "blank *y*." When we add an *s* to words that end in *y*, like *baby* and *ruby*, to form the words *babies* and *rubies*, the *y* changes to *ie*. The *e* takes the place of the second blank in the spelling.

Have one volunteer write the word *fly* on the board and another the word *flies*. Point out that the *y* in *fly* changed to *ie* before the *s* was added to form the word *flies*. Point to the side-by-side position of "blank *y* mark" and "blank *ie* mark" on the Block *I* card.

Point to the side-by-side positions of "blank *y*" and "blank two-dot *i* blank" on the Block *E* card. Tell the children that *y* changes to *ie* before an *s* is added.

For virtually all the words the children will be reading in first grade, the second blank in the "blank two-dot *i* blank" spelling is *e*. Thus, the spelling for first-graders is really *ie*. (For example, they will read the plurals of words such as *baby* and the words *thief* and *chief*.) If you wish, use a red marker to write an *e* on the blank after the "two-dot *i*" on the Block *E* wall sound card. The spelling then becomes "blank two-dot *ie*." The spelling is not printed this way, because beyond first grade the "two dot *i*" spelling is more productive, as in words like *machine*, *radio*, and *helium*. Since the same wall sound cards are used in higher levels of the Open Court Reading and Writing program, the "blank two-dot *i* blank" spelling is used. If you choose not to mark the *e* on the wall sound card, you should tell the children that the second blank in the spelling will almost always be *e* for the words they will be reading this year.

## Word Lines (10–15 minutes)

### Inflectional Endings

In Lines 1 and 2, you will be presenting pairs of words. In each pair the first word is a *root* word and the second is the root plus the suffix *-y* or *-ly* or the plural ending *-s*. After blending the root word, say that you will be writing another word that has a *suffix*, or ending, added to the root word. (Explain that a suffix is an ending that makes a new word from the root word.) Underline the accented syllable in any 2-syllable word. Remind the children that *y* changes to *ie* before adding *s*.

### Blending

WhW 1. rain rainy speed speedy

WhW 2. lady ladies brave bravely

WhW 3. thief chief brief field

Have a Race to Erase to review the words. To maximize participation, have a volunteer call out the words to be erased.

## Word-Line Sentences (10 minutes)

### Blending

1. The thief stole the shiny rubies.
2. The baby seems sleepy.
3. I'll read you a brief story.

To review the sentences, have the children ask questions that can be answered by the sentences. Have a child read each answer and erase it. Help the children form the questions as necessary. (What did the thief steal? The thief stole the shiny rubies. How is the baby? The baby seems sleepy. What will you read me? I'll read you a brief story.)

Workbook page 84

Sounds, Spellings, and Words (5–7 minutes)

Reinforcing /ē/ Spelled y and i

1. Review the Block E wall sound card and all of its spellings: "e mark," "double e," "e blank e," "ea," "blank y," and "blank two-dot i blank."
2. Have the children read, trace, and copy the words on the page. Make special note of the *ie* spelling in *ladies* and *thief*.

Dictation (10–15 minutes)

Line 1:

/y/ /g/ /b/ /sh/

Line 2 (end):

new (\_ew) dry (\_y) away (\_ay) blow (\_ow)

Line 3: baby new

Line 4: drew ruby

Line 5: We flew low.

Sounds, Spellings, and Words

lady

ladies

thief

Dictation

y- g b sh  
-ew -y -ay -ow  
baby new  
drew ruby  
We flew low.



## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 55: Alphabetical Order

**Partners Reading** Have the children read the more recent stories from their reader to each other.

#### Small-Group Instruction

**Remediation** Reteach the new Block E spellings to children who had difficulty with them.

**Spellings** Write all the spelling patterns for Block E on the board (ē, ee, ea, e\_e, \_y, \_i\_). Dictate words and have different children fill in the correct spelling patterns.

**Reading** Read and discuss a storybook.

**Word-Line Sentence Cards** Use these cards to work on fluency.

**Word List 5** Continue testing children on this list.

#### Activity Sheet 55

Name \_\_\_\_\_

Print each group of words in the order of the alphabet.

deer chew feel  
eagle blue

home Susan rule  
true green

1. blue

1. green

2. chew

2. home

3. deer

3. rule

4. eagle

4. Susan

5. feel

5. true

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## 2. Reading

### Rainy Day

Rainy day,  
Shady and gray,  
Time to stay home  
And read and dream,  
And wait for the rain  
to be blown away.



"Rainy Day,"  
*The Blue-Pillowed Sky*, page 31

#### Active Reading (5–10 minutes)

##### Using Background Knowledge

1. Ask a volunteer to read the title of the poem. Have the children look at the picture and think about the title. Discuss how they feel on rainy days and what kinds of things they do.

##### Reading Fluently and Expressively

2. After all the children read the poem in unison, call on several to read it aloud.

##### Classifying Information

3. Have the children find 3 words that tell about the day. [*gray, rainy, shady*]
4. Have them find 3 things the girl and boy do. [*stay home, read, dream*]
5. Point out that rainy days might be a good writing topic.

## 3. Storytime

---

"Humpty Dumpty" and  
"Tweedledum and Tweedledee,"  
Anthology page 123 (10 minutes)

---

### Participating in Recitations

Read the poems several times. The children can probably recite "Humpty Dumpty" with you. Ask them to think about the words in the rhyme. Then call on volunteers to tell which words or groups of words sound best to them.

## 4. Writing

---

Independent Writing (20 minutes)

---

### Choosing a Topic

#### Participating in Discussions

**Show and Tell** Have the leaders participate in Show and Tell as usual. Remind the others to comment and ask questions. Ask each presenter to summarize any writing topic he or she may have discovered.

Have the children write as usual. Hold conferences with as many as you can.



## 5. Extending the Lesson

---

### Enrichment

---

This would be a good time for the children, in small groups, to write stories titled "What I Do on Rainy Days." After they have finished, have each group choose someone to read the group's story to the class.

## Looking Ahead

---

Duplicate activity sheet 56.

# “A New Painted Pony”

## Materials

Wall Sound Card: Signals a, e, i  
 Reading Skills Workbook, page 85  
 Activity Sheet 56  
*The Blue-Pillowed Sky*, page 32

## Skills

### Decoding

Signals [I]  
 Blending [P]

### Word Meaning

Antonyms [P]

### Comprehension

Drawing Conclusions [P]

### Writing

Evaluating and Revising [P]

#### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Riddle Me This

Name the cards more quickly than in previous games.

Motorboat, Hooting Owl: *new*

Steam Engine, Hooting Owl, Buzzing Bee: *choose*

Frightened Cat, Block U, Buzzing Bee: *fuse*

Roaring Lion, Block O, Dripping Water: *rope*

Cracking Nut, Block U, Ticking Clock: *cute*

Ice Cream, Hooting Owl, Motorboat: *moon*

## New Sounds and Words (15 minutes)

### Signals

The principle of signals is that these letters affect the sound of other letters, usually vowels but also the consonants *c* and *g*. Signals tell the preceding vowel to say its name. They can "signal through" one consonant, or one consonant and a "liquid l," as in *shade*, *shiny*, and *babies*—and *table*. An understanding of signals should help the children know when a vowel has the short vowel sound—when no signal is present, the vowel doesn't say its name.

In later lessons you will show the children that the signal doesn't work when it is too far from the vowel, as in *hitting*, *tapping*, and *stopping*. Later in the program you will also introduce the other main action of signals: the letter *c* says /s/ and the letter *g* often says /j/ when followed by a signal.

From now on, point out the signals in words whenever this is appropriate.

### DIRECTIONS FOR PRESENTING THE SIGNALS E, I, AND Y

1. Adjust the Signals wall sound card. Build line 1 of the word lines on the board.

WhW    shade shady    pony ponies

2. Point out the word *Signals* on the wall sound card. Explain that people can use signal flags to tell each other things at a distance but that such signals work only when people are close enough to see the flags clearly.
3. Point out the letters *e*, *i*, and *y* on the card. Explain that these 3 letters often act as signals. They tell other letters what to say. Usually they signal other vowels to say their names. Point to the word *shade* in word line 1. Explain that the final *e* is a signal. Point to the *e* on the Signals card. The *e* in this word doesn't say anything by itself; it helps the *a* to say its name: /ā/.

Draw a curved arrow from the bottom of the *e* in *shade* to the bottom of *a*:

shade

4. Point to the word *ponies* in line 1. Tell the children that the *i* in *ponies* is part of the "blank two-dot i blank" spelling, and it is also a signal. It tells the letter *o* to say its name. Draw a curved arrow from the bottom of the *i* in *ponies* to the bottom of the *o*, and point to the *i* on the Signals card.

ponies

5. Point to the letter *y* on the Signals card and then to the word *shady* in word line 1. Ask which letter is the signal in *shady*. [the *y*] Draw a curved arrow from the bottom of the *y* to the bottom of the *a*.

shady

6. Repeat this procedure for the word *pony*.

**Teaching Tip** The concept of signals may be difficult for some children. Plan to reteach this lesson to those who may need a second presentation during workshop.



## Word Lines (10–15 minutes)

### Blending

In line 1, explain that the *y* in *pony* changes to *ie* before the *s* ending is added to the word.

Demonstrate the use of signals in lines 2 and 3.

WhW 1. shade shād̄y pōny pōn̄ies

WhW 2. stole late dine cute

WhW 3. hāzy lāzy table fable

### Antonyms

Play the Detective game to review some of the words. Have the remaining words read and erased.

Opposite of *early*. (*late*)

More than one pony. (*ponies*)

Took something that doesn't belong to you. (*stole*)

It means "eat." (*dine*)

Opposite of *sunny*. (*shady*)

Opposite of *hard-working*. (*lazy*)

A kind of story. (*fable*)

A small horse. (*pony*)

## Word-Line Sentences (10 minutes)

### Blending

1. Hē'll drive safely.
2. Wē'll read a fairy tale.
3. They dōn't bēlieve your stōry.

Have volunteers read and erase the sentences.

## Workbook page 85

### Sounds, Spellings, and Words (5 minutes)

#### Reinforcing the Signals e, i, y

After reviewing these signals, have the children read each word and then draw an arrow from the signal to the vowel it signals. Then have them trace and copy the words.

### Picture Exercise (5 minutes)

Ask the children to read the words silently and to underline those that go with the pictures. [*ape*, *sheep*] Then have them write the correct words below the pictures.

### Sounds, Spellings, and Words



baby



babies



lazy



cave



hole

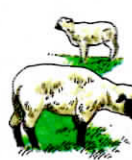


table

### Picture Exercise



sleep  
ape  
open



pole  
deep  
sheep



ape



sheep

Name \_\_\_\_\_

## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 56: Completing a Picture to Go with a Story

##### Game Mats: Vowel Wheels and Harder Vowel

**Wheels** The instructions for these games appear in lessons 52 and 53.

##### Small-Group Instruction

**Signals** Reteach the signals *e*, *i*, and *y*.

**Block / Spellings** Review Block / spellings by dictating words with this sound. Write the spelling patterns on the board to guide the review.

**Exceptional Vowel and Consonant Patterns** Preteach *er*, *ir*, *ur* for lesson 57 to children who need an initial presentation before the whole-group lesson.

**Story Sequence** Preteach "A New Painted Pony," the reading selection for lesson 56.

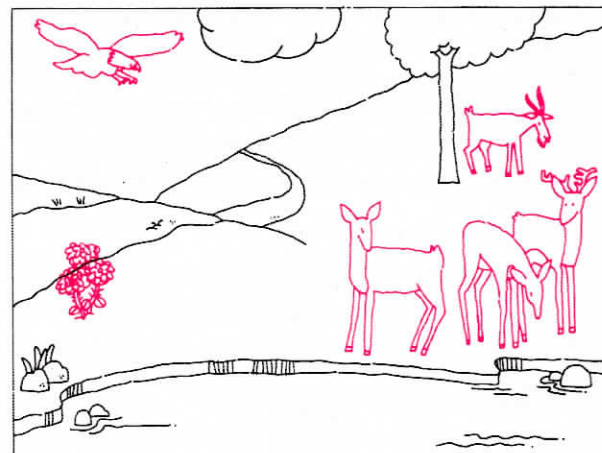
### Activity Sheet 56

Name \_\_\_\_\_

Read the story.

The eagle flies high. He sees three deer by the lake. Some roses grow by the road. A goat's near a tree.

Draw on the picture everything in the story that is missing from the picture.



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## 2. Reading

"A New Painted Pony,"  
*The Blue-Pillowed Sky*, page 32

### Active Reading (5–10 minutes)

1. Have the children look at the picture and read the title of the story. Ask what they think the story will be about.
2. As background, explain that a painted pony is a horse of a dark color, such as black or brown, and white. Some painted ponies have 3 colors: black, brown, and white. Long ago, many American Indians rode painted ponies. These ponies are also called *pintos* or *paints*.
3. Have the children read the first paragraph silently; then have a volunteer read it aloud. Have another child retell what was just read. Do the same for the second paragraph.

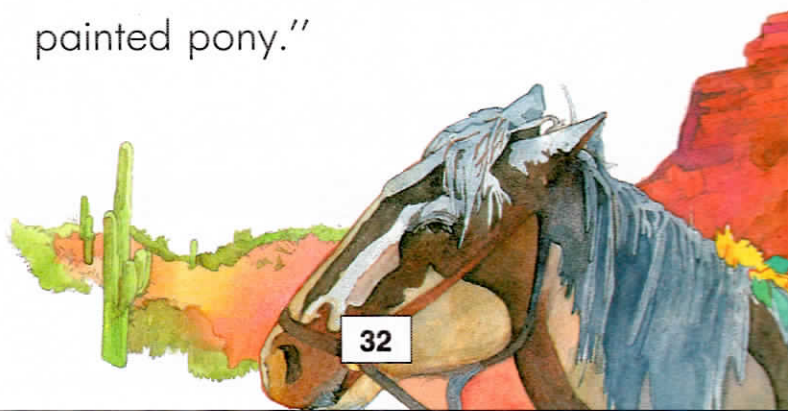
### Drawing Conclusions

4. Ask why Chief Gray Eagle needs a new pony. [because his is old and slow] Also ask why he wants another painted pony rather than a different kind. [because he likes painted ponies]
5. Have the children suggest what will happen in the second part of the story.

## A New Painted Pony

Chief Gray Eagle likes painted ponies. He rides a painted pony. The pony's old, and he's slow.

Chief Gray Eagle says, "I need a new pony. I'd like a new pony like my old pony. I'll try to find a new painted pony."





## 3. Storytime

---

There is no assignment for this lesson. If you wish, read or reread a story of your choice to the class.

## 4. Writing

---

### Writing Skills (10 minutes)

---

#### Evaluating and Revising

Have the children work in pairs to read their stories to each other. Remind them (1) to see whether they have left out any words; (2) to see whether what they have written makes sense; and (3) to plan what should happen next, if anything. Also ask them to proofread, as usual.

### Independent Writing (10 minutes)

---

Have the children write as usual, while you hold conferences.

Encourage everyone to choose a piece to prepare for a special classroom book or sharing folder.

## 5. Extending the Lesson

---

### Homework

---

Ask the children to look in magazines or books to find pictures that make them think of something to write about. Ask them each to write a story about the picture. They should bring their stories, but not the pictures, to class for the next lesson.

## Looking Ahead

---

Duplicate activity sheet 57.

# “A New Painted Pony” (continued)

## Materials

Wall Sound Card: /r/  
Reading Skills Workbook, page 86  
Activity Sheet 57  
*The Blue-Pillowed Sky*, pages 33–34  
*The Illustrated Treasury of Children's Literature*,  
page 65

## Skills

### Decoding

/r/ Spelled *er, ir, ur, èar* [I]  
Sight Words [P]  
Blending [P]

### Word Meaning

Homophones [P]

### Comprehension

Understanding Sequence in Text [P]  
Using Background Knowledge [P]

### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

Do whichever of the following activities best meets the needs of your group.

### Letter Response Cards

Use the Letter Response Cards to practice alphabetical order. Ask the children to show you the letters before and after the ones you say.

### Wall Sound Card Drill

Point to a spelling on a card and have the children name the spelling and say its sound. Call on a volunteer to say and to spell a word that uses the spelling.

## New Sounds and Words (10 minutes)

### /r/ Spelled *er, ir, ur, èar*

Sound: /r/

Spelling: *er, ir, ur, èar*

Wall sound card: Roaring Lion

Explain that when we hear /r/ in the middle or at the end of a word it is usually spelled *er, ir, ur*, or, less frequently, *èar*. The sound is not exactly the same as /r/ at the beginning of a word, but it is so nearly the same that all these spellings are on the same card.

## Word Lines (10–15 minutes)

### Homophones

In line 1, contrast the homophones *herd* and *heard* in sentences such as these: *A herd of cattle lives on the farm. I heard what you said.*

### Sight Words

In line 4, point out that *weren't* is a contraction of *were not*. Both *were* and *weren't* are outlaws.

### Blending

LR 1. *her\_ hur\_ hur\_ hêar\_*  
*herd hurt hurry heard*

WhW 2. *girl fur lâter ôver*

WhW 3. *èam léam shirt thirsty*

4. *were weren't*

Have the children give one another clues to have the words erased.

## Word-Line Sentences (10 minutes)

### Blending

1. *Wê hurried sô wê'd bē first.*
2. *The bird flew higher and higher.*
3. *Three days lâter Chîef Gray Eagle takes a fur robe and leaves the tēpee.*

Have volunteers ask questions that can be answered by the sentences. Other volunteers should read the sentences that answer the questions. These are some sample questions:

Why did we hurry?

Where did the bird fly?

What does Chief Gray Eagle do?



## Workbook page 86

### Sounds, Spellings, and Words (5 minutes)

#### Reinforcing /r/ Spelled er, ir, ur, ear

Review the Roaring Lion wall sound card and its spellings. Then have the children read, trace, and copy each word.

**Teaching Tip** The various spellings of the /r/ sound can be difficult. You will probably want to spend extra time during workshop to review the spellings and words in which they occur.

### Dictation (10–15 minutes)

Line 1:

/p/ /z/ /l/ /ch/

Line 2 (middle):

rain (ai\_) rule (u\_e) drive (i\_e) goat (oa\_)

Line 3: light baby

Line 4: shiny shady

Line 5: See the babies.

### Sounds, Spellings, and Words

bird turn  
earn her  
old older

### Dictation

p \_s \_l \_ch  
ai\_ u\_e i\_e oa\_  
light baby  
shiny shady  
See the babies.

## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 57: Drawing Pictures to Match Words

**Outlaw Flash Card Drill** Have small groups of children review outlaw words, using the Outlaw Flash Cards.

#### Small-Group Instruction

**Word-Line Sentence Cards** Use recent word-line and word-line sentence cards to work on vocabulary and fluency with children who blend very slowly.

**Spelling** Review the Block *U* and Hooting Owl spellings. Write the patterns on the board and have the children spell words using them.

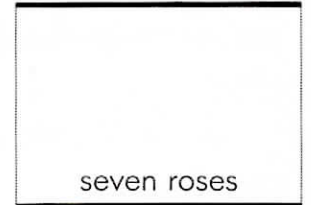
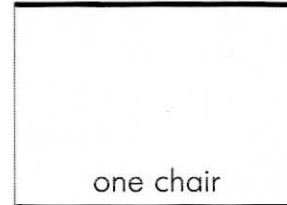
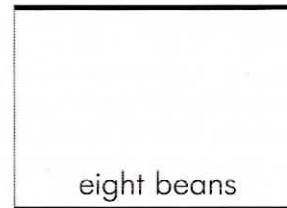
**Exceptional Vowel and Consonant Patterns** Reteach the spellings for /r/. Provide more sample words.

**Story Sequence** Preteach the story sequence for this lesson.

### Activity Sheet 57

Name \_\_\_\_\_

Draw a picture to go with each description in the boxes.



Now print a sentence about one of the pictures.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## 2. Reading

"A New Painted Pony,"  
*The Blue-Pillowed Sky*, pages 33–34

### Active Reading (5–10 minutes)

1. After the children read the first paragraph on page 33, ask them where Chief Gray Eagle is going.
2. Have the children read the second paragraph and then suggest what the chief will do.
3. Ask the children to read all of page 34. Have a volunteer tell what has happened.

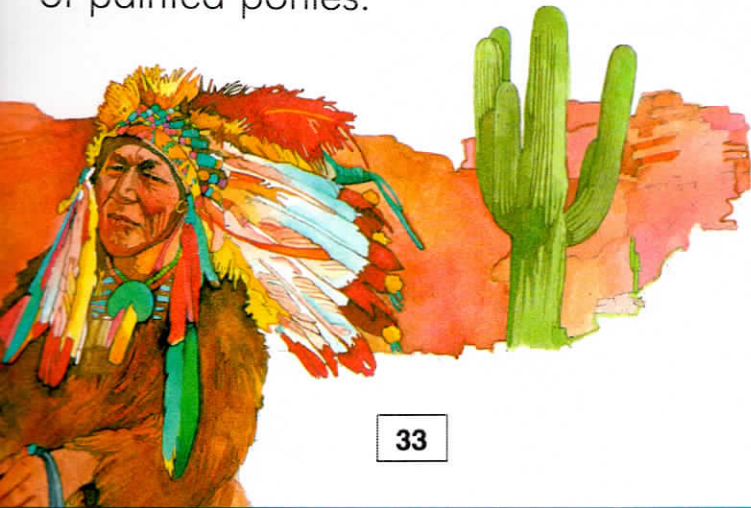
### Understanding Sequence in Text

4. Have a volunteer retell the whole story. Be sure that all the episodes are included in the proper sequence. [The chief wants a new pony. He goes on a journey to find one. He finds a new pony. The chief and the old pony train the new pony. They all return to the tepee.]
5. Discuss how the children think the chief feels at the end of the story. [satisfied and happy, because he has a new painted pony]



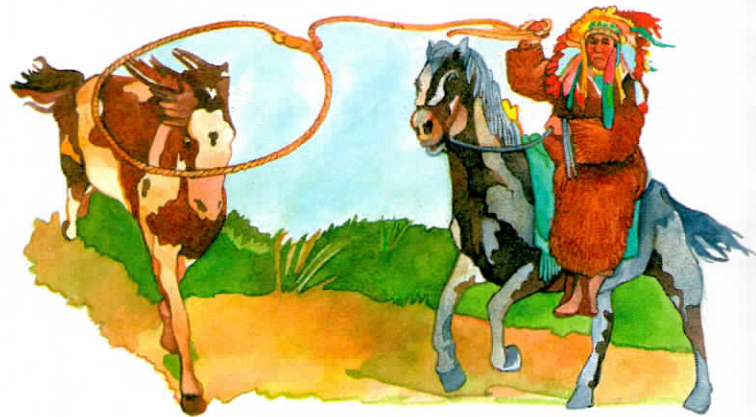
Three days later Chief Gray Eagle takes a fur robe and leaves the tepee. He rides the old painted pony away.

They go over fields and down trails. Chief Gray Eagle finds a herd of painted ponies.



Page 33

Chief Gray Eagle ropes a painted pony. The pony's like the old pony. Chief Gray Eagle and the old pony train the new pony. They lead the new pony home to the tepee. They sleep the night away.



Page 34

### 3. Storytime

---

"The Goops,"  
Anthology page 65 (10 minutes)

---

#### Using Background Knowledge

Read the poem several times. Let the children comment freely. Encourage them to discuss table manners and to compare good manners with what the Goops do.

### 4. Writing

---

Independent Writing (20 minutes)

---

Let the children write for the entire writing session. Allow them to work with partners if they wish. Encourage them to get a story ready for the class book, share file, or the like. Remind them to look for errors in spelling, punctuation, capitalization, and spacing, and to read their stories over to check the content. You should hold conferences and provide help with this revision process.

## 5. Extending the Lesson

---

Since the poem "The Goops" is short and fun, read it several more times and help the children memorize it.

### Homework

---

Remind the children of the poem "The Goops," which you read during storytime. Ask them to think of things they do that are like those a Goop would do and things they do that are different from those a Goop would do. Have everyone write a sentence about each kind of thing and to bring both sentences to class for the next lesson.

## Looking Ahead

---

1. Duplicate activity sheet 58.
2. Be prepared to use colored chalk to write spelling patterns on the board for the Word-Building game in workshop during lesson 58.



# "By Boat"

## Materials

Reading Skills Workbook, page 87  
 Activity Sheet 58  
*The Blue-Pillowed Sky*, page 35  
*The Illustrated Treasury of Children's Literature*,  
 pages 175–177

## Skills

### Decoding

Sight Words [P]  
 Blending [P]  
 Initial Consonants [P]

### Study and Research

Test-Taking Techniques: Testing Formats [P]

### Listening and Speaking

Reading Fluently and Expressively [P]

### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (10 minutes)

### I'm Thinking of a Word

Do several "I'm Thinking of a Word" riddles (2 examples are given below). If the children are able, let them give riddles to one another.

I'm thinking of a word that has the Hooting Owl sound in the middle and rhymes with *moon*. Second clue: It begins with the Flat Tire sound. [soon]

I'm thinking of a word that has the Roaring Lion sound in the middle and begins with the Beating Heart sound. Second clue: It flies. Third clue: It rhymes with *heard*. [bird]

### Outlaw Flash Cards Drill

Go through all the Outlaw Flash Cards. Vary the drill by calling for whole-group and individual responses.

## Word Lines (10–15 minutes)

### Sight Words

In line 2, the *o* in these words is the one-dot vowel sound. This is unusual, because the first syllable in each of these words is stressed and usually the one-dot vowel sound is not found in an accented syllable. If you think it will be easier for the children, treat these words as outlaws.

Introduce the outlaw, *Saturday*, in line 3 and the 4 outlaw words in line 4 in the usual way. Point out the contraction *wasn't*.

### Blending

WhW 1. *birth*day *twir*l *turn* *surpr*ise

WhW 2. *oth*er *mō*ther *brō*ther

WhW 3. *Thurs*day *Satur*day *sū*per

4. *was* *wasn't* *who* *what*

Have the children give each other clues to review the words.

## Word-Line Sentences (10 minutes)

### Blending

1. I gave mȳ brōther a birthday surprise.
2. Mȳ mōther wasn't at home tōday.
3. I'll clean mȳ dirty rōom.

Have volunteers read and erase the sentences.

## Sound Response Card Drill (10 minutes)

### Initial Consonants

ORANGE AND WHITE

Level 1 drill:

/r/ /f/ /sh/ /n/ /th/ /s/ /z/ /k/ /ch/

Level 2B drill:

|        |       |        |       |         |        |      |
|--------|-------|--------|-------|---------|--------|------|
| show   | new   | rule   | the   | fright  | chain  | kite |
| spare  | spoil | five   | three | zebra   | church |      |
| really | call  | nearly | sheet | zoo     | shy    | navy |
| ripple | flame | soil   | child | cupcake | zipper |      |

## Workbook page 87

### Picture Exercise (5 minutes)

Have the children read the words silently and underline those that name the pictures. [*baby, field*]  
Have them write the words under the pictures.

### Multiple-Choice Exercise (5–10 minutes)

#### Test-Taking Techniques: Testing Formats

1. Ask volunteers to read the words in the boxes and to use the words in sentences or give their meanings.
2. Have the children mark the words as indicated, or use the children's definitions as clues.

#### Row A

Box 1: Which of these words is *shade*?

Box 2: Which of these words is *dirty*?

Box 3: Which of these words is *shine*?

#### Row B

Box 1: Which of these words is *returned*?

Box 2: Which of these words is *tinier*?

Box 3: Which one of these words is a kind of tree?  
(*fir*)

### Picture Exercise



lazy

easy

baby



thief

field

story

baby

field

### Multiple-Choice Exercise

**A**

☒ shade

☐ shady

☐ shadier

☐ dirt

☒ dirty

☐ dirtier

☒ shine

☐ shiny

☐ shinier

**B**

☐ turn

☐ return

☒ returned

☐ tiny

☐ tinier

☒ tiniest

☐ sir

☒ fir

☐ stir

Name \_\_\_\_\_

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## Workshop and Remediation

Practice Activities (30 minutes)

Activity Sheet 58: Using Outlaw Words

### Activity Sheet 58

Name \_\_\_\_\_

Complete each sentence with a word from the word list.

move    done    does    won    says

1. Where does cream come from?
2. Mother says, "Come home."
3. The meal's done.
4. Steve won the game.
5. They need to move away.

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# Whole-Group Activity

**Word-Building Game** After the children have finished the activity sheet, introduce this whole-group game. It provides a good review of all the main spellings of /ā/, /ē/, /ī/, /ō/, /ū/, and /ōō/. You will be playing this game during the next few workshops. Here are the procedures for it:

1. Using colored chalk, write the following spelling patterns on the board. Write only 2 or 3 spelling patterns at a time if you think that using all 5 would be too difficult for your group. Later you can use all 5 at once.

|     |     |      |     |          |
|-----|-----|------|-----|----------|
| ā   | ē   | ī    | ō   | ū (or ū) |
| a_e | ee  | i_e  | o_e | u_e      |
| ai_ | e_e | _igh | oa_ | oo       |
|     | ea  |      |     |          |
| _ay | _y  | _y   | _ow | _ew      |
| _i_ | _ie | _oe  | _ue |          |

2. Divide the children into 2 teams and have them line up against opposite walls. Everyone should be able to see the board well.
3. Alternating sides, as in a spelling bee, give each child a word from one of the rounds listed on the following page. Pronounce the word and use it in a sentence. Have the child pronounce the word, find the spelling, and write the additional letters around the spelling to form the word.

4. If the child is correct, he or she goes back to his or her regular place in line. If the child is incorrect, he or she goes to the end of the line and the *next* child on the other team gets a chance at the word. (Erase the added letters of misspelling.) Those at the end of the line will get a second chance later.
5. When all the outlines are filled, erase the added letters and go through the same round of words again in a different order.
6. At the end of the game, determine the winning team by asking every child who did not miss a word to raise his or her hand. (They will all be at the front of their teams.)

Five rounds are listed. You can add more as you need them.

Round 1

|       |        |      |      |      |
|-------|--------|------|------|------|
| waste | me     | wild | no   | Ruth |
| ate   | see    | ride | home | tune |
| rain  | here   | sigh | boat | food |
| say   | meat   | my   | low  | blew |
|       | thirty | lie  | toe  | true |
|       | field  |      |      |      |

Round 2

|       |         |       |       |       |
|-------|---------|-------|-------|-------|
| table | he      | mind  | so    | ruler |
| hate  | meet    | hide  | drove | tube  |
| wait  | Pete    | light | load  | fool  |
| way   | eat     | fly   | throw | threw |
|       | thirsty | die   | hoe   | blue  |
|       | babies  |       |       |       |

Round 3

|       |       |       |      |      |
|-------|-------|-------|------|------|
| haste | we    | find  | both | rule |
| made  | teeth | mile  | hole | rude |
| snail | Eve   | right | road | soon |
| hay   | heat  | fry   | show | grew |
|       | dirty | tie   | doe  | glue |
|       | thief |       |      |      |

Round 4

|       |        |        |      |      |
|-------|--------|--------|------|------|
| taste | she    | behind | most | user |
| same  | feet   | wife   | mole | fuse |
| laid  | Steve  | might  | goat | moon |
| may   | sea    | sly    | slow | few  |
|       | hurry  | fries  | goes | due  |
|       | rubies |        |      |      |

Round 5

|      |         |       |       |       |
|------|---------|-------|-------|-------|
| able | be      | mild  | won't | bugle |
| wave | feed    | life  | bone  | use   |
| pail | these   | high  | coat  | too   |
| lay  | seat    | shy   | flow  | new   |
|      | shady   | tries | toes  | Sue   |
|      | believe |       |       |       |



## 2. Reading

"By Boat,"

*The Blue-Pillowed Sky*, page 35

Active Reading (5–10 minutes)

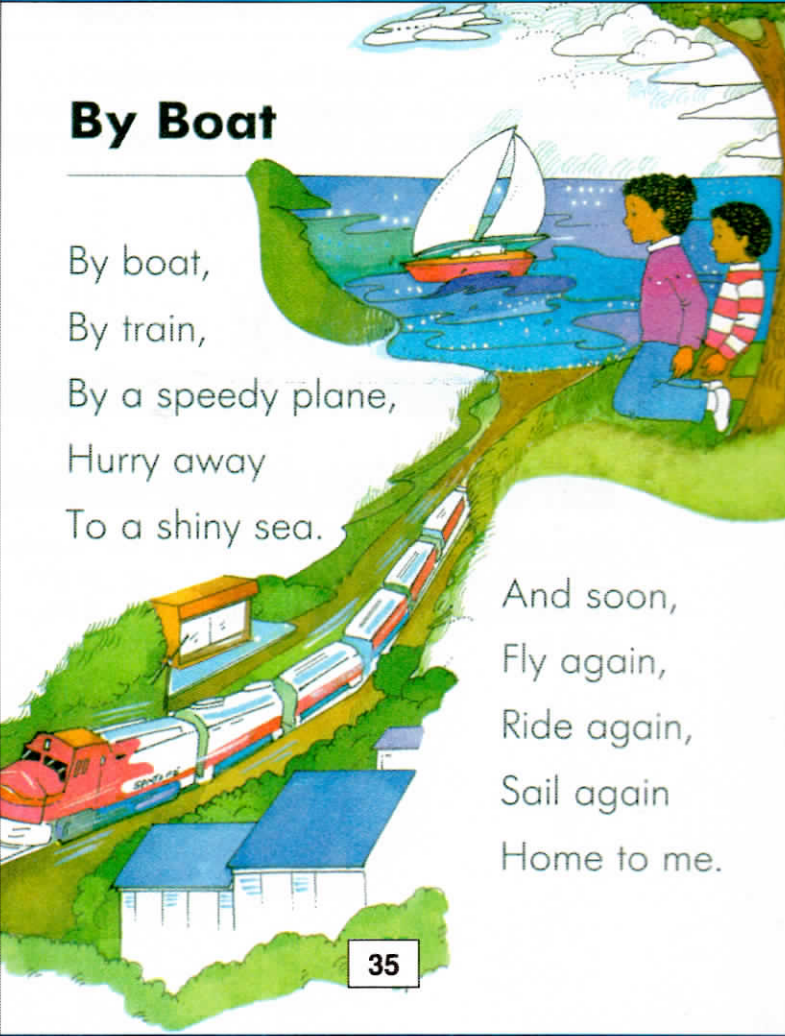
Reading Fluently and Expressively

Read the poem "By Boat" to the children. Then have them read it in unison. Call on volunteers to read aloud.

**By Boat**

By boat,  
By train,  
By a speedy plane,  
Hurry away  
To a shiny sea.

And soon,  
Fly again,  
Ride again,  
Sail again  
Home to me.



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## 3. Storytime

---

"Red Riding Hood,"

Anthology pages 175–177 (10 minutes)

Read the story, stopping occasionally to retell or have the children retell what you have read. Many children will probably be familiar with the story and will be able to retell their favorite parts.

## 4. Writing

---

Independent Writing (20 minutes)

Have the children continue working on their stories for sharing with the group. Hold conferences with them and allow them to work with partners if they want to.

## 5. Extending the Lesson

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### Homework

---

Ask the children to take out the 2 sentences they did for homework. Call on volunteers to read theirs aloud. Ask the rest of the class to compare the sentences in each pair and to decide whether one sentence really tells about something a Goop would do and the other one tells about something that is different from what a Goop would do. Collect all the papers.

## Looking Ahead

---

1. Duplicate activity sheet 59.
2. The mat game Word Zoo will be introduced in lesson 59.



# "The Birthday"

## Materials

Reading Skills Workbook, page 88  
 Activity Sheet 59  
 Game Mat: Word Zoo  
*The Blue-Pillowed Sky*, pages 36–37  
*The Illustrated Treasury of Children's Literature*,  
 pages 175–177

## Skills

### Structural Analysis

Inflectional Endings [P]

### Decoding

Sight Words [P]

Blending [P]

### Word Meaning

Matching Definitions with Words [P]

### Comprehension

Using Background Knowledge [P]

Making Comparisons [P]

### Writing

Writing a Final Draft [I]

### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5 minutes)

### Wall Sound Card Cheer

Go through all the cards presented so far. Let the children lead the cheer.

## Word Lines (10 minutes)

### Inflectional Endings

In line 1, tell the children the *y* in *baby* is changed to *ie* before the *s* is added, and in *easy* the *y* is changed to *ie* before the *er* ending is added. Explain that this word doesn't need 2 e's, so 1 of them is dropped.

In line 2, point out that the *y* is changed to *ie* before the *er* and *est* endings are added. [*dirty* = *dirty* + *er* = *dirtier*] Explain that this word doesn't need 2 e's either, so 1 of them is dropped. Use these words in illustrative sentences.

### Sight Words

The words in line 3 are outlaws.

### Blending

WhW 1. baby babies easy easier

WhW 2. dirt dirty dirtier dirtiest

3. Wednesday six ten

### Matching Definitions with Words

Play the Detective game to review some of the words. Have the remaining words read and erased.

Not difficult. (*easy*)

The number after five. (*six*)

Not clean. (*dirty*)

A day of the week. (*Wednesday*)

The number after nine. (*ten*)

More than one infant. (*babies*)

## Word-Line Sentences (10 minutes)

### Blending

1. Ten girls were at the beach.
2. The pony's fur feels smooth.
3. I'll stir the oatmeal.

Have the children ask questions that can be answered by the sentences. Here are some sample questions:

How many girls were at the beach?

How does the pony's fur feel?

What will you do?

## Workbook page 88

### Picture Exercise (5 minutes)

Ask the children to read the words silently and to mark those that name the pictures. [*bird*, *bugle*] Have them write the correct words under the pictures.

### Dictation (10–15 minutes)

Line 1: /p/ /y/ /d/ /n/

Line 2 (middle):

bird (*ir*) turn (*ur*) loose (*oo*) seal (*ea*)

Line 3: her hurt

Line 4: pay lower

Line 5: You go first.

### Picture Exercise



hurt

bird

over



tiger

eagle

bugle

bird

bugle

### Dictation

p y- d n

ir ur oo ea

her hurt

pay lower

You go first.



## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 59: Forming Plurals

**Game Mat: Word Zoo** Introduce the game to the whole group before small groups of children try to play it.

#### Whole-Group Activity

**Word-Building Game** Directions for this game are given in lesson 58.

#### Small-Group Instruction

**Reading** Read and discuss a storybook.

**Story Sequence** Preteach "The Birthday," the story for this lesson.

### Activity Sheet 59

Name \_\_\_\_\_

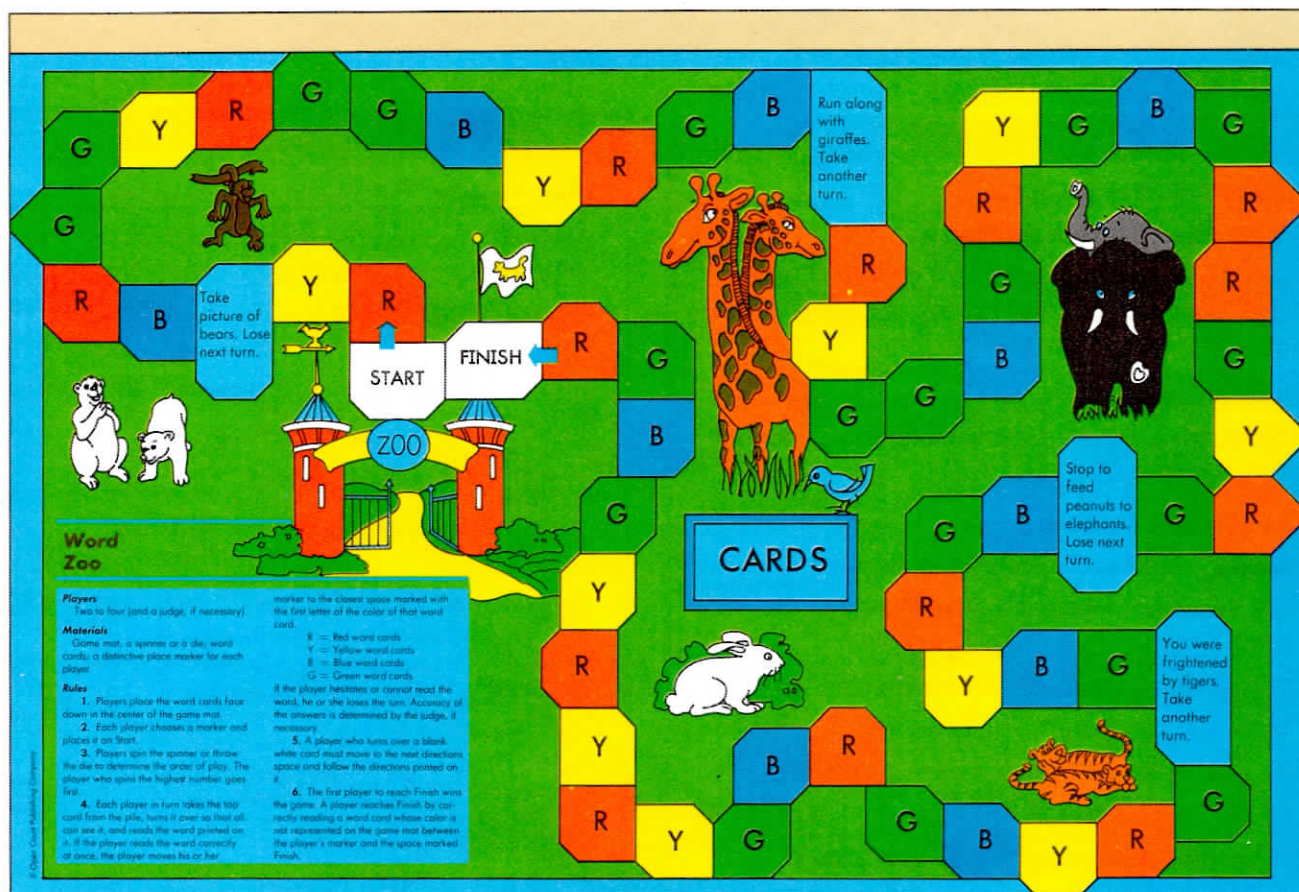
Draw a line from the singular form to the plural form of each word.

lady  rubies  
 ruby  ladies  
 fairy  fairies

Print the plural form of each word on the guidelines.

pony   
 baby   
 story   
 duty 

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## Word Zoo

### Players

Two to four (and a judge, if necessary)

### Materials

Game mat; a spinner or a die; word cards; a distinctive place marker for each player

### Rules

1. Players place the word cards face down in the center of the game mat.
2. Each player chooses a marker and places it on Start.
3. Players spin the spinner or throw the die to determine the order of play. The player who spins the highest number goes first.
4. Each player in turn takes the top card from the pile, turns it over so that all can see it, and reads the word printed on it. If the player reads the word correctly at once, the player moves his or her marker to the closest space marked with the first letter of the color of that word card.

R = Red word cards

Y = Yellow word cards

B = Blue word cards

G = Green word cards

If the player cannot read the word, or hesitates, he or she loses the turn. Accuracy of the answers is determined by the judge, if necessary.

5. A player who turns over a blank white card must move to the closest directions space and follow the directions printed on it.
6. The first player to reach Finish wins the game. A player reaches Finish by correctly reading a word card whose color is not represented on the game mat between the player's marker and the space marked Finish.

You can make more word cards or phrase cards to expand the Word Zoo game. Use red, yellow, blue, and green construction paper or poster board to make them. Write words and phrases that the children should be able to read.

## 2. Reading

"The Birthday,"  
*The Blue-Pillowed Sky*, pages 36–37

### Active Reading (10–15 minutes)

#### Using Background Knowledge

1. Ask the children to look through the story and to say what they think it will be about.
2. Allow the children to discuss birthdays and parties briefly.
3. After the children read the first paragraph silently, call on a volunteer to read it aloud. Ask another volunteer to retell what happened.
4. Have the children read the second paragraph silently and, again, ask for volunteers to read aloud and sum up.
5. Have the rest of the story read in a similar fashion.
6. Have volunteers retell the story in the proper sequence. Encourage them to use their own words.
7. Ask why Bert and Sue have the same birthday and are the same age. (The children may have missed the fact that they are twins.)
8. Have the children relate the story to their own experiences. Suggest that birthdays and parties might be interesting topics for story writing.



## The Birthday

Sue and her brother Bert turn seven today.

Mrs. Green makes a birthday cake. Sue stirs, and Bert holds the bowl. They'll eat the cake later.

Neal, Deana, Peter, Ernie, and Ida come at three. They play games. Some twirl hula hoops.



Page 36

Mrs. Green says, "Time to eat."  
The cake tastes super.  
"You'll find a surprise behind the trees," says Mr. Green.  
"New bikes!" say Sue and Bert.



Page 37

### 3. Storytime

---

"Red Riding Hood,"  
Anthology pages 175–177 (10 minutes)

---

#### Making Comparisons

Have the children retell their favorite parts of the story. You may want to read some of these episodes. Compare the end of this story with that of "The Wolf and the Kids."

### 4. Writing

---

Independent Writing (10–15 minutes)

---

#### Writing a Final Draft

Have the children finish writing and revising their stories. If they have not done so, suggest that they draw pictures to go with their stories. Hold conferences and help the children proofread.

#### Seminar

---

In whatever time remains, have the children begin sharing the stories they have been working on for the class book or share folder. Try to have at least half the children share their stories during this seminar time. Tell the other half of the class that they will get to share their stories during seminar in the next lesson.

The stories will probably be finished at this time, so ask the children just to comment on them. Remind the children that they will have a chance to read one another's stories. It might also be interesting to ask the seminar leaders how and why they chose their story topics.

The word *story* is used loosely at this time. Some students may be writing and illustrating several sentences that are like a story. Others may still be labeling pictures. All attempts at communicating ideas in writing should now be considered acceptable stories. Take cues from the students. Encourage label writers to write phrases or sentences, and sentence writers to write paragraphs.

## 5. Extending the Lesson

---

As an extension of active reading, have the children draw pictures of their favorite episodes. Use these pictures to sequence the story's main episodes.

## Looking Ahead

---

1. Duplicate activity sheet 60.
2. Using red, yellow, blue, and green construction paper or poster board, make additional word and phrase cards to be used with the Word Zoo game in lesson 60.
3. The storybooks *The Three Goats and the Troll* and *Fire! Fire!* will be introduced in lesson 60.
4. Word list 6 will be introduced in lesson 60.



# “The Thief and the Beagle”

## Materials

Reading Skills Workbook, page 89  
 Activity Sheet 60  
 Word List 6  
*The Blue-Pillowed Sky*, pages 38–39  
 Storybook *The Three Goats and the Troll*  
 Storybook *Fire! Fire!*

## Skills

### Structural Analysis

Inflectional Endings [P]

### Decoding

Sight Words [P]

Blending [P]

Medial and Final Vowels [P]

### Word Meaning

Antonyms [P]

### Literature

Genres: Fable [P]

Author's Purpose: To Teach a Moral [P]

### Comprehension

Drawing Conclusions [P]

#### Key to Skill Codes

[I] = Introduction

[P] = Practice

# 1. Phonics and Decoding

## Warm-up (5–10 minutes)

Do one or both of the following drills.

### Riddle Me This

Motorboat, Hooting Owl: *new*

Beating Heart, Roaring Lion, Knocking on the Door: *bird*

Frightened Cat, Roaring Lion, Block E: *free*

Motorboat, Roaring Lion, Flat Tire: *nurse*

Sticky Mess, Block E, Roaring Lion: *year*

### I'm Thinking of a Word

I'm thinking of a word that begins with the Steam Engine sound and is something to sit on. Second clue: It rhymes with *bear*. [*chair*]

I'm thinking of a word that has the Block O in the middle and is an animal. Second clue: It begins with Croaking Frogs sound. Third clue: It rhymes with *coat*. [*goat*]

Do a number of these riddles. If the children's answers don't fit the clues, point out their errors. (For example, if, for the first riddle, someone says *seat* after the first clue, simply explain that although *seat* is something to sit on, it does not begin with the Steam Engine sound.) If your class seems able, have them give riddles to one another. As a variation, you might use the chalkboard as in the Detective game, first writing all the words.

## Word Lines (10–15 minutes)

### Inflectional Endings

In line 2, remind the children that the *y* is changed to *ie* before the *er* ending is added, and that one of the *e*'s is dropped.

### Sight Words

Present the outlaw words in line 4 in the usual manner.

In lines 5 and 6, all the *days of the week* are reviewed. These lines are optional. It would be a good idea to have the children write the day of the week on their papers from now on, for regular practice.

### Blending

WhW 1. *asleep* *awake* *alive*

WhW 2. *speedy* *speedier* *lazy* *lazier*

WhW 3. *tiger* *paper* *person* *spider*

4. *again* *against* *said*

WhW 5. *Monday* *Tuesday* *Wednesday*  
*Thursday* (optional)

WhW 6. *Friday* *Saturday* *Sunday* (optional)

### Antonyms

Play the Detective game. Have the children find and write the following words on their slates. Ask a volunteer to find each word on the board and erase it. Have the remaining words erased.

Opposite of *hard-working*. (*lazy*)

Opposite of *awake*. (*asleep*)

Opposite of *dead*. (*alive*)

Opposite of *slow*. (*speedy*)

Opposite of *asleep*. (*awake*)

## Word-Line Sentences (10 minutes)

1. The beagle's owner was asleep.
2. The girl tried to ride the bike again.
3. The old lady leaned against the tree.

Have volunteers read and erase the sentences.

## Sound Response Card Drill (10 minutes)

### Medial and Final Vowels

YELLOW AND BLUE

Level 1 drill:

/ū/ /ē/ /ō/ /ī/ /ā/ /oo/

Level 2M drill:

huge most ride teeth rule waste wade  
street size moon gold cute flame mule  
news cold smile green

Level 3E drill:

zoo go slow Sue try tie play

If your group needs more review, choose another color and extend the drill.

## Workbook page 89

### Word Study (10 minutes)

Have the children write the number word next to its corresponding numeral.

#### Word Study

|      |       |       |      |
|------|-------|-------|------|
| five | three | six   | nine |
| one  | ten   | four  | two  |
|      | eight | seven |      |

- |                 |                 |
|-----------------|-----------------|
| 1. <u>one</u>   | 6. <u>six</u>   |
| 2. <u>two</u>   | 7. <u>seven</u> |
| 3. <u>three</u> | 8. <u>eight</u> |
| 4. <u>four</u>  | 9. <u>nine</u>  |
| 5. <u>five</u>  | 10. <u>ten</u>  |

Name \_\_\_\_\_

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## Workshop and Remediation

### Practice Activities (30 minutes)

#### Activity Sheet 60: Forming Plurals

##### Game Mat: Word Zoo

**Word List 6** After introducing this new list, have the children work with partners to read the words on it.

**Word-Building Game** See lesson 58 for directions and word lists.

##### Small-Group Instruction

**Outlaw Flash Card Drill** Drill and evaluate the children by using the Outlaw Flash Cards and the Sound Flash Cards.

**Story Sequence** Preteach "The Thief and the Beagle."

### Activity Sheet 60

Name \_\_\_\_\_

Print the plural form of each word given below.

The first one in each column has been done for you.

| one   | many    | one   | many    |
|-------|---------|-------|---------|
| fly   | flies   | fairy | fairies |
| cry   | cries   | baby  | babies  |
| fry   | fries   | ruby  | rubies  |
| pony  | ponies  | try   | tries   |
| daisy | daisies | lady  | ladies  |

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## 2. Reading

### "The Thief and the Beagle," *The Blue-Pillowed Sky*, pages 38–39

#### Active Reading (10–15 minutes)

##### Genres: Fable

1. Have the children read the title, "The Thief and the Beagle." Ask what they think the story will be about.
2. After the children read the first paragraph silently, call on a volunteer to read it aloud. Have another child retell what was read. Do the same for the second paragraph on page 38.

##### Drawing Conclusions

3. When the children finish reading page 39, ask why the thief threw meat to the beagle. [to keep the beagle quiet, so he could steal the sheep] Why didn't the beagle eat the meat? [because his job was to watch the sheep] Why did the thief go away? [because the beagle barked and woke the owner, who made the thief go away]
4. Let volunteers retell the whole story.
5. Have the children discuss whether they think a dog would really not eat the meat. Have them think about what they know about real dogs to answer the question.
6. Ask the children how they would describe the beagle in the story. [loyal, a good watchdog, well-trained, and so on]

##### Author's Purpose: To Teach a Moral

7. Discuss whether the story is real or make-believe. [The beagle talks, so it is make-believe.] Say that this is a fable, which is a make-believe story that teaches a lesson. (In this fable the lesson is that one should not give in to temptations that interfere with doing what is one's duty or responsibility.) If you think the children are able to do so, have them discuss times when they have been tempted by others to do something they should not do.

## The Thief and the Beagle

AESOP

One night a thief tried to steal some sheep. A beagle was tied nearby. The owner of the sheep and beagle was asleep.

"Rrr, rrr, rrr!" said the beagle.  
"Go away!"



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"Sh!" said the thief. He threw some meat to the beagle.

The beagle said, "No, I won't eat the meat. Rrr, rrr, rrr. I hope my owner hears me."

The owner heard the beagle. He made the thief go away.

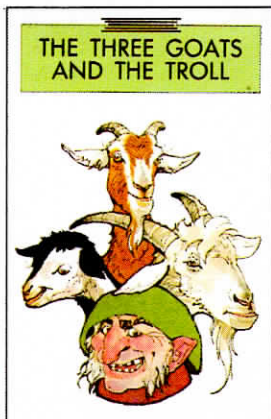
39



### Introducing Storybooks (10–15 minutes)

Distribute the 2 new storybooks, *The Three Goats and the Troll* and *Fire! Fire!*, each one to half the class. Have the children look through the books and suggest what they might be about.

Provide the background information for each storybook.



#### The Three Goats and the Troll

Present the word *troll* and give its meaning. (Trolls are imaginary creatures who do terrible things. They were made up by people a long time ago in Norway, Sweden, Denmark, and Finland.)

Tell the children that this is a folk tale based on the story "The Three Billy Goats Gruff."



#### Fire! Fire!

After presenting the word *siren*, you may want to discuss what should be done in an emergency like this. You may also want the children to consider whether this story could be real or is make-believe.